

Nilda F. Woodsides
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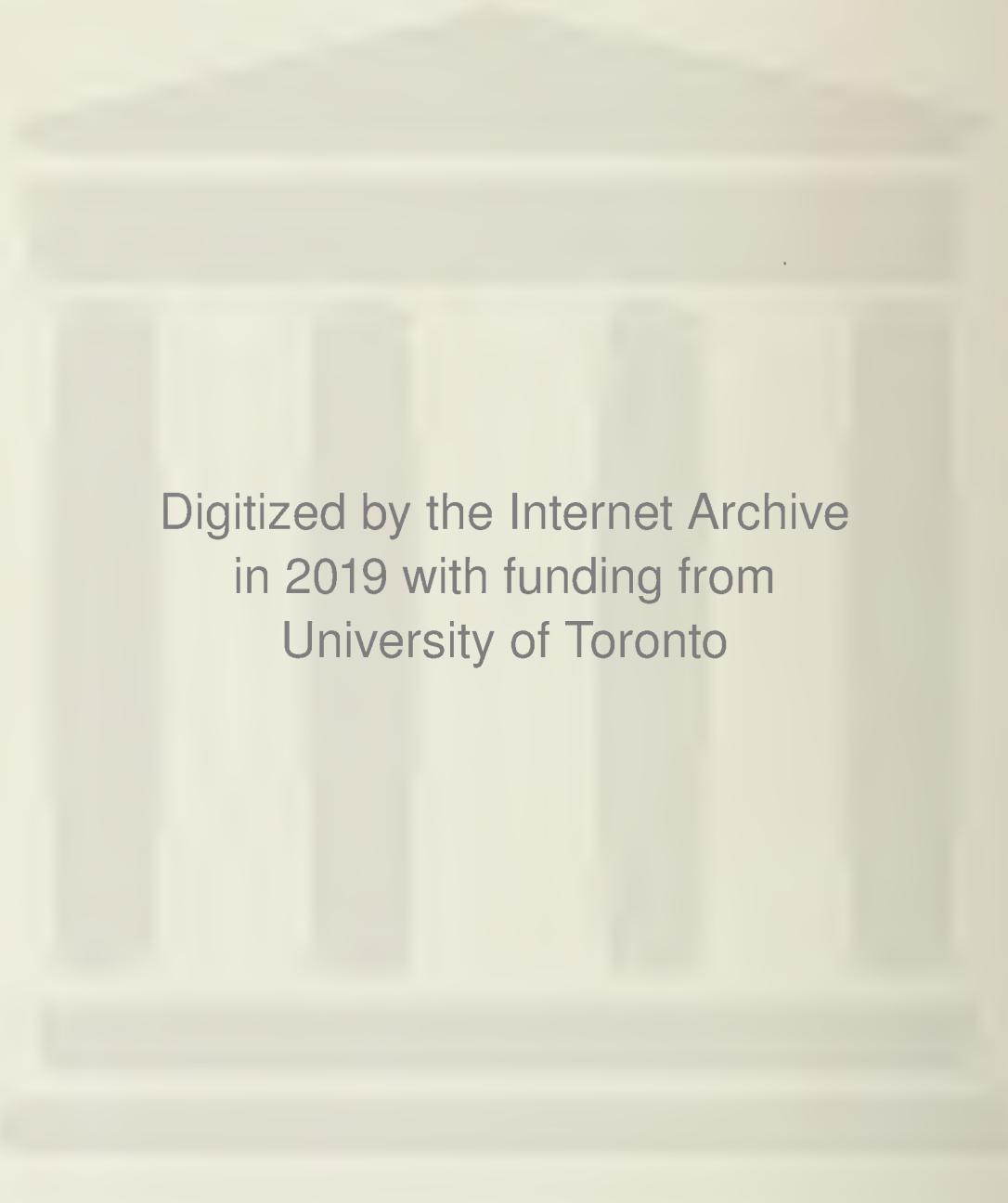
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Programme of Studies
FOR
Grades I to VI
OF THE
Public and Separate Schools
1939

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Issued by Authority of
THE MINISTER OF EDUCATION



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ONTARIO

Programme of Studies

FOR

Grades I to VI

OF THE

Public and Separate Schools

1939

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THE MINISTER OF EDUCATION

PREFACE

This Programme of Studies, issued in 1937, has been revised twice in accordance with the suggestions of the inspectors and teachers who used it during the past two years. Further suggestions tending to its improvement will be welcomed by the Minister of Education; indeed it is hoped that at each reprinting of the Programme suggestions from inspectors and teachers may be incorporated, and the work of the elementary schools of Ontario kept abreast of modern educational thought.

The committee in charge of revisions wish to repeat their acknowledgements to the Departments of Education in the provinces of Canada, and to the Consultative Committee of the Board of Education in England, whose reports, commonly known as the Hadow Reports,¹ have proved invaluable. To these reports they are indebted for the spirit and in some instances for the language of the introductory paragraphs attached to each section of the Programme.

The committee are grateful, too, to all the inspectors and teachers who have reported on the Programme and whose suggestions have been used in making the revisions. They wish also to express once more their thanks to the publishing houses of Toronto and Montreal who co-operated in the preparation of the book lists, and to the R.C.A. Victor Company, Toronto, who assisted in selecting the phonograph records listed in the Programme.

¹The Education of the Adolescent, 1927.

The Primary School, 1931.

Nursery and Infant Schools, 1934.

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INTRODUCTION

Any education worthy of the name must be planned in accordance with the best available evidence¹ on the nature of a child's development. Such evidence leads to the conviction that a child develops by virtue of *his own activity*. This activity comprises knowing and doing, which are to be thought of not as separate processes but as two phases of the same process. That the child's activity may result in development suited to his environment, it must be purposeful effort, *directed according to a plan*. This plan, if it is to be accepted by the child as his own, must be determined by the nature of the child.

The function of the elementary school, therefore, is to provide for its pupils a stimulating environment in which their natural tendencies will develop *under adult guidance* into useful abilities, desirable interests and acceptable attitudes.

Children of elementary school age are active and inquisitive, delighting in movement, in small tasks which they can perform with deftness and skill, and in the sense of visible and tangible accomplishment which such tasks offer. They are intensely interested in the character and purpose of the material objects around them. They are at once absorbed in creating their own miniature world of imagination and emotion, and keen observers who take pleasure in reproducing their observations by speech and dramatic action; and still engaged in mastering a difficult and unfamiliar language, without knowing they are doing so, because it is a means of communicating with others.

In all these activities they demand and enjoy a definite sense of progressive achievement. Their activities are not aimless, but constitute the process by which children grow. They are in a very real sense their education; upon them the school must build its programme, offering the children fuller and more varied but more orderly opportunities for activity than they have hitherto enjoyed. In short, the school must follow the

¹For an admirable summary of such evidence see Hadow et al. *The Primary School*, pp. 22-57.

method of nature, stimulating the child, through his own interests, into activities and guiding him into experiences useful for the satisfaction and development of his needs.

It is important here to emphasize the fact that the experiences provided by the elementary school are designed to meet the needs of the child, not those of the adolescent or the adult. In the words of the Hadow report, "No good can come from teaching children things which have no immediate value for them however highly their potential or prospective value may be estimated."¹

The child's own immediate needs and capacities, then, must determine the character of the experiences provided by the elementary school. The child needs to live, to live with his fellows, and to live "in favour with God and man." To meet these three fundamental needs by activities related to the child's capacities and motivated by his interests is the special task of the elementary school.

In the light of these considerations it is apparent that "the curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored"² against some supposed future need. Its aim should be to develop in the child his physical powers and to train him in their proper use and control, to awaken him to the fundamental interests of civilized life so far as they lie within the compass of childhood, and to encourage him to attain to the orderly management of his energies, impulses, and emotions which is the basis of desirable attitudes.

This principle applied to the practical problem of framing a curriculum for childhood means, first of all, that a large place in the activities of the elementary school must be given to providing for the physical well-being and efficiency of the child. This is not merely a matter of the provision of suitable physical or remedial exercises. It involves care on the part of the school authorities that the child shall live, during the school day at least, in a healthful environment, and that all the exercises of the day shall be such as to make for natural physical development.

Attention to the physical welfare of the child is, then, the

¹*The Primary School*, p. 92.

²*The Primary School*, p. 93.

foundation of the school's activities because the child is, in the first place, a growing organism. But he is not only an organism with biological needs: he is also a member of the human family. His environment is a civilization created by man. If the child is to be at home in that civilization, as one free of the house, he must learn to take his place as an active, co-operative and intelligent member of his society. The curriculum, therefore, must provide for the child those intellectual activities and experiences which are necessary for his intelligent participation in the life of the home, the school, and the community. Language, including number, as the medium of thought and the instrument of human intercourse, reading by which he comes into contact with other minds and learns that life has a past and future as well as a present, some knowledge of the simpler facts of the material world as the home of man, the appreciation of beauty in the world about him and the creation of beauty in singing, dancing, drawing and constructive work—these things are of the essence of civilized life and are to be regarded, therefore, as fixing the general character and direction of the school curriculum. What is important is not that an adult standard of attainment should be reached in any one of them, but that interest should be quickened, habits of thoroughness and honesty in work established, and the foundations on which knowledge may later be built securely laid. The production of juvenile authors, mathematicians, and scientists is neither to be anticipated nor to be desired. It is reasonable, however, to expect that in the elementary school a child should learn, within the limits of his experience, to use the noble instrument of his native language with clearness and dignity; that he should acquire simple kinds of manual skill and take pleasure in using them; that he should admire what is admirable in form and design; that he should read some good books with zest and enjoyment; that he should acquire bodily poise and balance, a habit of natural and expressive motion, not merely as physical accomplishments, but as the outward sign and symbol of our common culture and civilization; and that he should learn that the behaviour of the physical universe is not arbitrary or capricious, but governed by principles some at least of which it is possible for him to grasp.

The school, then, by its activities, should stimulate the child towards the harmonious development of his physical and intellec-

tual powers. But the school should also join with the home and the church in the effort to guide the child in the formation of desirable attitudes. The curriculum, therefore, while it does not prescribe a course in morals nor include religion as a separate subject, should be pervaded by the spirit of religion. In all the activities of the school the child should be led to love mercy, to do justly, and to walk humbly. How these attitudes may best be developed must be left to the judgment of the individual teacher, whose unconscious influence is, perhaps, his strongest ally. One or two suggestions, however, may be useful. The reverent singing of simple hymns should give the child an opportunity of joining with his fellows in an act of common worship. The parables of Jesus and the great human stories of the Old Testament should be made the familiar possession of every child. This should be done largely by oral narration, and the narrative should be imbued with the spirit of the original story and animated by the actual words of Scripture. Finally, nothing should be done to lead children to the impression that religion is something apart from and superimposed upon the life of the school. The teaching of religion can have no greater assistance than through the constant practice of the Christian virtues in the daily life of the school.

In the foregoing paragraphs an attempt has been made to rest the curriculum upon sound general principles as enunciated in the Hadow Reports. It remains to add some suggestions as to how it may be administered in accordance with these principles.

1. The curriculum is arranged in six successive grades or levels of attainment. It must not be assumed that the work of each grade shall necessarily require a full school year. The grading has been done, on the best advice of practical teachers, to fit the yearly progress of ordinary children, but teachers everywhere will find "bright" children who can, if need be, pass through the six grades in five years or even in four. In special cases this acceleration will be advisable, and the curriculum has been arranged to permit, in individual cases, of easy promotion from one grade to another. In most cases the "bright" children, instead of being accelerated, should be given an enriched programme, and for this, too, ample provision has been made. For dull children a modified programme and special attention

on the part of the teacher will be required, if they are to progress *as they should* with their social group, and with no sense of inferiority. In large urban schools it might be advisable to arrange three streams of children, one doing the work as suggested for each year, one doing the simpler phases of the same work, and one doing considerably more of the work for each year than is required.

2. In some of the courses two or three grades may be combined and the activities suggested for the different grades carried on in successive years. Indeed the only courses that are definitely sequential are Arithmetic and, in Grades I and II, Reading and Writing. When children of different grades join in a common activity it is only necessary to arrange that the more difficult phases of the work should be undertaken by the more advanced pupils, and to remember that the same sort of results should not be expected of all. It is hoped that combining grades will be tried as a method of simplifying the programme of the ungraded school, and may even find acceptance in graded schools, particularly where two or three grades are taught by one teacher.

3. In many¹ of the courses as outlined the teacher is asked to select topics that will prove interesting and useful to the children of his class. It is obvious that the same topics will not be appropriate to a mining area in Northern Ontario, to an agricultural district in the Western Peninsula, and to an industrial city like Toronto or Hamilton. And within any specific area the choice of content will be conditioned by the teacher's own interests and training, by the available sources of information, and by the interests, needs, and capacities of the children. For this and other reasons it is strongly urged that each *teacher* choose for himself the topics around which to centre the experiences and activities of his children. This freedom of choice on the part of the individual teacher will make uniform standards of attainment in any given grade impossible. This is as it should be. The elementary school has no business with uniform standards of *attainment*. Its business is to see that children grow in body and mind at their natural rate, neither faster nor slower, and if it performs its business properly there will be as much variety of

¹All, in fact, but arithmetic, which is definitely sequential, and in the Junior Grades, Reading and Writing.

attainment as there is of intellectual ability. The only uniformity at which the elementary school should aim is that every child at the end of the course should have acquired the power to attack new work and feel a zest in doing so.

4. The absence of uniformity in the attainments of the children and the rate at which they progress, in the extent of the field they explore, and in the nature of the topics selected for exploration, will make uniform external examinations impracticable. This, too, is as it should be. If the curriculum is properly drawn it should so fit the capacities and interests of children that they will find in the experiences and activities of the classroom a good and sufficient motive for learning, without the unwholesome pressure of a "promotion" examination. The teacher will test his children at frequent intervals to determine whether they are acquiring the necessary skills, and on the evidence of such tests modify, if necessary, his teaching or plan remedial training for certain individual children. But anything in the nature of a final examination to measure the physical, intellectual, and spiritual growth of children is not only unnecessary but is prejudicial to such growth.

5. The abandonment of external examinations as the sole basis of "promotion" will make it unnecessary to devote the month of June to tedious drill on factual material. In June as in September the children should be enjoying new experiences and engaging in new activities instead of merely reviewing old "facts" for the sole purpose of reproducing them on an examination. Information that is interesting and useful is retained in virtue of its interest and use, not in virtue of its having been "crammed" for an examination—a fact of which we are all witnesses. What is necessary, then, if we wish children to retain certain "facts" is not to require that they be memorized for an examination, but to clothe those facts with interest and provide opportunities for their use—this, we think, teachers can and will do if given the necessary freedom.

6. The flexibility of the curriculum herein presented and the necessary abandonment of uniform examinations in the elementary grades will oblige teachers to give serious consideration to the problem of appraising the results of their efforts to develop in their pupils "useful abilities, desirable interests and acceptable attitudes." The problem is, of course, an individual one and the

teacher's appraisal must in many particulars be based on facts specific to his situation. There are, however, certain general factors that may enter into any such appraisal. First of all, the teacher should be sure that his pupils are living in clean, cheerful surroundings, are cultivating desirable health habits as evidenced in their clean, alert, happy appearance, and are developing proper attitudes towards health as shown by their interest in all the activities relating to personal and community health. Secondly, the teacher should satisfy himself that his pupils are acquiring the necessary skills. Do they read ordinary prose and poetry at sight with ease and comprehension? Can they read aloud, recite verse or speak their lines in a play so that their auditors grasp the author's ideas and emotions? Do they express their own thoughts easily and accurately in speaking and in writing? Is their handwriting neat and legible and done with fair speed? Have they reasonable facility in the use of numbers for ordinary purposes? Do they sing with good tone and evident enjoyment? Are they gaining in power to express their ideas in some form of art? Can they amuse themselves in playing various outdoor and indoor games? Finally, *and most important of all*, the teacher should be concerned about the interests and attitudes his pupils are developing in their work and play. Are they genuinely interested in the reading they are doing, and in the activities connected with the social studies and natural science? Are they thus acquiring interest in an ever widening world and in the fuller understanding of it? Does this interest manifest itself in independent reading, in voluntary language exercises, in various forms of art and handwork, and in worthwhile enterprises? In such enterprises are they learning co-operation, courtesy, thoroughness, singleness of purpose, self-control and "the joy of the working?"

7. The parents, also, have a right to know at stated intervals how their child is "getting along." And the wise teacher will enlist the parents' interest and support in his efforts to direct wisely the child's development. The report to the parents, therefore, should give the necessary information regarding the child's attendance and punctuality, his progress, his interests and attitudes. Progress in each of the types of activity that make up the new programme for Grades I to VI might be indicated in terms of A, B, C, when A is explained in a footnote as indicating

unusual excellence, B as indicating satisfactory progress, and C unsatisfactory. It may be worthwhile to point out that satisfactory progress depends upon natural capacity and therefore a boy of low intelligence scoring 40% on an arithmetic test is doing just as good work *for him* as a boy of high intelligence scoring 75%, and both should be graded B in Arithmetic. Unsatisfactory progress is also related to capacity. A boy of good endowments scoring 70% on a Reading test is not doing good work and should be reported C.¹ Attitudes such as courtesy, helpfulness, co-operation and leadership should be reported in brief comments, as should any special interest a child is developing. Such reports demand, as does the whole Programme, that the teacher make a careful study of each child. To say that such reports will take too long to prepare is to suggest that the teacher is too busy with Education to think about his pupils.

8. It is obvious that the new Programme cuts across the traditional subject-by-subject arrangement, and that, therefore, rigid time limits must be abandoned. In planning the work and play of a class, it may be sufficient to remember that the "time table" should be flexible, should permit the necessary variety, and should provide in just balance for each type of activity. What is the just balance? How should the time be divided? Keeping in mind the possibility of overlapping and the necessity of flexibility, the following scheme is suggested:

English.....	30%
Social Studies.....	20%
Health.....	10%
Natural Science.....	10%
Arithmetic.....	10%
Music.....	10%
Art.....	10%

Roughly, 10% means one half hour per day.

9. The following paragraphs from Circular 82, issued under authority of the Minister of Education in April, 1937, apply with new force and significance to schools using the curriculum herein presented.

"The Minister urges the Inspectors to discourage, even more than they have done in the past, unreasonable requirements in the matter of homework for pupils in the elementary school.

¹It is generally agreed that reporting relative standing or actual percentages is injurious to the mental health of young children.

These children are at a period when vital energies are largely consumed in physical development, and consequently they must have time for rest and recreation. The school has no excuse for infringing upon the right of the children to sufficient time for sleep and play, and the right of the home to direct their activities outside of school hours. There can be no doubt that both of these rights are seriously encroached upon by the prescription of homework, ill-chosen in character and excessive in quantity. For pupils in Grades I to VI there is ample time during the school day to engage in the necessary activities satisfactorily without burdening them with additional school work¹ to be done at home."

"Supervised work in the classroom may well be substituted for many of the exercises that pupils are at present required to do at home. In order that the pupils may have adequate opportunity for seat-work, including independent study, the revised Regulations require that the teacher's time-table shall be so arranged that each child may have at least one and a half hours each day for this purpose. One of the charges frequently brought against the elementary school is that the pupil is not trained to study independently or to work out things for himself. The ungraded rural school, and the school with at least two grades in a classroom should not be open to this charge, for in such schools, because of the nature of the organization, opportunity must be given to classes to study by themselves. If such study periods are properly directed, there should be no question of the pupil's developing habits of independent study. It is in the case of graded schools in which there is only one class in a room that difficulty in this connection is likely to occur. Here the teacher often considers it his duty to teach his class continuously throughout the school day. Such a practice gives little opportunity to develop initiative, independence, or self-reliance. This deficiency may be removed either by organizing the school in such a way that each classroom will have two different grades—a plan that is favoured by many Inspectors—or by dividing the class into two sections for certain of the school subjects. While one section is being taught, the other section may be engaged in seat exercises or study. There can be no doubt that the judicious alternation of teaching lessons and study lessons will result not only in more rapid progress in learning but also in the development of proper habits of study."

¹This applies as truly to Enterprises as to Arithmetic or Spelling.

HEALTH INTRODUCTION

1. Under the heading of Health are to be included those experiences incident to school life which favourably influence habits, knowledge, and attitudes relating to individual and community health.

The importance of these experiences will be challenged by no one who realizes that physical and mental health is the basis upon which all education must necessarily be founded. To live well is desirable but it is necessary first to live, and in order to live fully one must know and practise health habits.

Among the school experiences relating to health are to be included health service, health education, and physical training. Health service includes the maintenance of healthful surroundings, the provision, where feasible, of regular health examinations, the morning inspection of the children, the control of communicable diseases, and provision for rendering first aid in cases of emergency. Health education includes the development of proper health habits, backed at suitable age levels by knowledge of the scientific principles involved. Out of such instruction should emerge desirable attitudes towards personal and community health. Physical training includes free play, games, drills, and dances in the classroom and out of doors, together with exercises designed to develop and maintain physical efficiency.

2. Health should be regarded not simply as a "subject" of the curriculum but as a programme pervading the whole life of the school, not as the mere routine practice of health habits but as an ideal, the inculcation of which is no less important for national life than is that of the ideals of truth, goodness, and beauty.

3. The health programme should be arranged largely on the basis of the immediate needs of the children, with special consideration of any individuals who are "deviates" physically or mentally.

Mental health should be considered as carefully as physical health and no practices¹ tolerated that are likely to be prejudicial to the mental health of any child. In general mental health seems to be related to happiness, and happiness for young children depends upon activity, attended by reasonable success.

4. Verbal instruction in the Grades I, II, III should be minimized; indeed it may well be confined to the explanation of health habits, safety rules, and physical exercises. In the Grades IV, V, VI instruction on the nutrition and nurture of the human body should be included among the topics dealt with in the Science course. Discussion of the injurious effects of alcohol is probably better deferred until the children reach Grades VII, VIII, IX. The teacher, however, by his own example and by precept, when opportune, should do all in his power to develop in the children under his care desirable attitudes towards temperance, and, in particular, a genuine respect for sobriety.

5. The activities engaged in for physical training should be in harmony with the interests, capacities, and needs of the children, and should be at once *joyous and disciplined*, providing for vigorous and happy self-expression, *not* suppression. The play spirit should be emphasized and pupil leadership used as much as possible and distributed as widely as possible. Into all these activities the teacher should enter with zest and enjoyment, sometimes as leader, sometimes as follower.

6. In rural schools, particularly, the noon lunch affords an excellent opportunity not only for effective health education but for training in good manners and other social amenities. To the thoughtful teacher the possibilities will be apparent, and the difficulties involved in making satisfactory arrangements for an orderly and healthful lunch easily overcome by the resourceful teacher.

7. The goal in all health education should be health behaviour—not what a child knows about health, but what he does; and the

¹"Those who have made a special study of this question consider that the two most serious schoolroom hazards to the mental health of children are regimentation and an emphasis on competition."—Myers: *Toward Mental Health in Schools*.

results of the teacher's efforts should be appraised in terms of the children's intelligent interest in the work as evidenced in their own apparent mental and physical health.

8. The teacher should familiarize himself with the regulations regarding the school property as set forth in Circular No. 56-A, and should add his influence to that of the inspector in urging the local authorities to comply, as far as possible, with those regulations, especially as they relate to the health of the pupils. The suggestions given in the next section of this curriculum are offered in the hope that they may be useful as a guide to the teacher in his own efforts to secure a healthful environment for the children under his care.

HEALTHFUL SURROUNDINGS

The School Grounds:

Grass neatly cut.

Weeds pulled and burnt.

Swings, teeters, etc., inspected regularly.

Trees and shrubs cared for, and if necessary, planted.

Flower beds and borders developed.

Toilets:

Outdoor toilets kept clean:

The use of chloride of lime is recommended.

Toilet paper supplied.

Trellis-work screens with vines:

A useful project in handwork for the older boys.

Chemical toilets maintained according to instructions.

Water Supply:

Wells covered with concrete.

The well pumped out after the summer vacation.

The water tested at least once a year.

Sterile bottles and instructions are issued free—

Apply to the Department of Public Health.

Containers kept scrupulously clean.

Individual cups provided.

The School Building:

The building should be attractive in appearance:

All outside woodwork neatly painted.

Shrubs, vines, and window boxes, etc.

A scraper, or mat, or broom at the door.

The porch kept clean and inviting:

A child may act as "porch monitor."

Cloakrooms provided for each classroom:

A portion of the room neatly screened off.

Low hooks neatly labelled.

Neatness and cleanliness carefully maintained.

Classrooms:

Arrangement of furniture studied:

Convenience, economy of space, etc.

Walls and ceiling tinted in cheerful colours.

Three or four good pictures in suitable frames.

A bulletin board for *temporary* pictures.

Floors scrubbed at least once a month.

Floors swept daily after school hours:

A sweeping compound should be used.

The use of oil on floors is not recommended.

The general effect should be as "homey" as possible:

Plants, flowers, pictures, curtains, etc.

Lighting:

Children properly seated in relation to light.

Windows washed regularly.

Adjustable blinds properly used.

Transparent paper or muslin curtains may be used.

Suitable colours used in decoration.

Artificial lighting provided where possible.

Ventilation:

Windows opening from the top and the bottom.

Window boards properly fitted:

A useful project for the older boys.

Storm sash hinged at the top.

The room aired frequently:

At every recess.

During physical training periods.

Heating:

A fairly uniform temperature maintained.

Fairly even distribution of heat secured:

Screened radiators in urban schools.

Jacketed stoves in rural schools.

The proper humidity of the air maintained:

The purchase of an hygrometer is sound economy.

Seating:

Desks and seats properly adjusted:

Fatigue and defective posture are often due to seating.

Desks in ungraded schools of assorted sizes.

Tables and chairs provided for group work:

Might be used instead of traditional desks.

Wash Room:

Part of each cloakroom might be equipped as a wash room.

A corner of the classroom might be screened off:

Making and decorating screens a useful project.

Basins, paper towels, and liquid soap provided.

Arrangements made for disposal of waste water:

The position of "washroom monitor" is eagerly coveted.

Blackboards:

Slate boards are recommended.

Blackboards if painted should not shine.

A narrow platform below the blackboard is useful:

Eighteen inches is a suitable width.

Slate boards should be cleaned with coal oil.

Painted boards should be cleaned with a damp cloth.

Blackboards may easily be ruled with a wax crayon.

Teacher:

Good physical and mental health.

Unconquerable optimism.

A saving sense of humour.

Scrupulous cleanliness in person and dress.

HEALTH EXAMINATION

Annual Examination:

By a doctor or nurse, if available:

Co-operation of the teacher.

Advice, if necessary, to the parents.

By the teacher, if necessary:

Measurement of height and weight—

Use of a chart.

Whispering test for hearing.

Use of the Snellen Eye-Test chart.

Inspection of teeth:

Attention to six-year molars.

Examination of throat:

Note persistent mouth breathing.

Daily Examination:

Vigilant watch for symptoms of illness.

Pallor or persistent flush.

Rash or skin eruptions.

Coughing and sneezing.

Running nose.

Red eyes.

Sore throat.

HEALTH HABITS

Established by Morning Inspection:

Extra clothing removed—sweaters, rubbers.

Face, hands, finger-nails, neck, ears clean.

Hair neatly brushed.

Teeth clean.

Clean handkerchief.

Clean shoes.

Established by Daily Supervision:

Washing after using toilet—paper towels.

Covering mouth and nose when coughing or sneezing.

Keeping fingers and pencils out of mouth.

Blowing nose properly.

Breathing through the nose.

Playing out of doors in safe places.

Playing and working happily.

Encouraged by Weekly Discussions:

Warm bath at least once a week.

Hair washed frequently.

Clean stockings and underwear.

Three glasses of milk a day.

Vegetable or fruit every day.

Reading only in good light.

Good bedtime habits—

Early to bed, 7-8 o'clock (Grades I, II, III).

Clean to bed—hands, face, teeth, night-dress.

Light covers.

Low pillows.

Open windows.

Encouraged by Timely Suggestion:

Gargling with salt and water.

Using cod-liver oil in winter time.

Avoiding drinking impure water in summer.

Visiting the dentist—twice a year.

Caring for chapped hands.

Observing safety rules (Health Instruction).

HEALTH INSTRUCTION**Grades I, II, III:**

Simple rules on the care of the body.

Incidental explanations regarding health habits.

Safety rules—stories and pictures:

Crossing the street or the highway safely.

Walking on the highway safely.

Playing in safe places (coasting, swimming, etc.).

First Aid—Dramatization of "What to do":

When the nose bleeds.

When something is in the eye.

When cut or scratched.

When clothing takes fire.

Grades IV, V, VI:

Simple facts of physiology and hygiene.

Rationalization of health habits.

Safety codes made by the children:

Safety on the highway.

Safety in play.

Safety in using fire.

Prevention of accidents in the home.

First Aid—Demonstrations of "What to do":

• In case of drowning.

When some one is choking.

When anyone faints.

When an ankle is sprained.

When bleeding is alarming.

When stung by a wasp or bee.

When "poisoned" by poison ivy.

PHYSICAL ACTIVITIES

Free Play:

Part of each recess given over to free play.

Supervision informal and unobtrusive.

Playground Games:

Two periods of ten or fifteen minutes a day.

At least ten outdoor games learned by every child—

Directed by the teacher or an older pupil.

Children in groups if necessary.

Indoor Games:

Played only in inclement weather.

At least five indoor games learned by every child—

Careful supervision needed.

Singing Games:

Games learned in class—

Played out of doors whenever possible.

List of Records on pages 134 and 135.

Folk Dances:

Traditional European dances—

Learned in class.

Practised out of doors.

List of Records on pages 135 and 136.

"Setting-up" Exercises:

Two or three minutes at a time as needed.

Designed to improve posture, grace, etc.

Imitative games in Grades I, II and III—

Aeroplane, Rabbit, Train, etc.

Exercises in Grades IV, V and VI:

From the Syllabus of Physical Training, 1933—

Selections from Tables 1-30.

Arranged in continuous rhythmical sequence.

Athletics (Grades IV, V and VI):

Training in running and jumping—

No emphasis upon competition.

Use of a table of norms for age, height and weight.

See Neilson and Van Hagen.

ENGLISH

INTRODUCTION

1. English rightly occupies first place among the intellectual exercises of the elementary school. It is of prime importance that children learn to speak and write their mother tongue clearly, accurately, and gracefully, and to use good books as a source of information and pleasure.

The course in English accordingly includes reading, oral and silent, and language exercises, oral and written. Under reading are included specific training in learning to read, practice in "audience" reading, verse speaking and dramatization, regular exercises designed to improve the children's ability to comprehend and enjoy what they read, and abundant private reading in school and out. Under oral language are to be included exercises such as informal conversation, story-telling, reporting on private reading, and, where necessary, corrective exercises. Written language will include training in sentence and paragraph structure, the writing of simple letters, exercises in verse-making and play-writing, and the gradual acquisition of skill in the mechanics of written language—punctuation, spelling, and writing.

2. The most important phase of the English course is supplementary reading. Indeed its importance can scarcely be overestimated. When a child has learned to read, he will in large measure educate himself, provided he has enough suitable books and proper guidance and encouragement in their use. Such extensive reading should be regarded not merely as a source of information but as a desirable form of recreation. The child who has learned to love reading is not only likely to continue his education all through life, but is prepared profitably to enjoy his leisure—a consideration of no small importance.

3. To cultivate properly the love of reading and to form the habit of finding in books information and enjoyment, children

must have ready access to books. Every classroom, then, should have a small library of well-chosen, attractive books—well-chosen in that they appeal to the natural interests of children, and attractive in size, binding, and general format.¹ The needs of the younger children in this regard should receive particular attention as they are less likely to find for themselves books which they can read with pleasure and profit. The practice of purchasing sets of books should be discontinued. Forty different books are of much greater value in a classroom than forty copies of the same book.

4. Of all the language exercises of the elementary school none is more important than those designed to train the children in easy, natural, idiomatic speech. Valuable as are written exercises, they must not be permitted to usurp the place of oral work. Informal conversation, class discussion of enterprises accomplished or projected, the telling of stories, reports on private reading—all these and numerous other school activities afford opportunities for training in oral language.

5. Children should learn to take a pride in clear vocalization and distinct articulation, and to feel something of the dignity which is added to life when men use with care and respect the beautiful instrument of discourse which they have inherited from their forefathers. Audience reading, verse speaking, singing, and drama are the obvious occasions for the formal cultivation of good voice production and seemly speech, but there should be constant attention to the language of the pupils in *all* school activities.

6. Corrective exercises in speech should be largely individual and specific. There is a place, of course, for language games in which all the children join with pleasure; but to drill an entire class on speech errors of which only a few are guilty is an obvious waste of time. Not all children are prone to make the same errors; not all should receive the same remedial training. And the training they receive should be based on the errors they actually do make.

¹See pages 122-133.

7. Written exercises in language should emerge naturally from the work and play of the children in school and out. The activities in the social studies and in natural science especially may give rise to interesting and useful work in written language. It is a matter of no small importance, however, to realize that children of the elementary school should not be given too many written exercises. Their written work at this stage should be the short and refreshing exercises of an untired mind.

8. In *all* the written work of the school a high standard of neatness in arrangement, legibility in writing, and accuracy in spelling should be maintained by careful supervision, judicious commendation, and, if necessary, remedial exercises. Except for such exercises which, of course, will be individual and specific, formal lessons in the mechanics of written language may well be abandoned.

9. While some of the language exercises of the elementary school will be reproductive in character, a great many should be definitely creative. Opportunities for creative work will be found in the telling or writing of original stories, in verse making, and in the writing of plays for classroom performance. Such creative work should not, of course, be judged by adult standards, and should be undertaken not for the sake of the work produced but for the training received and the pleasure experienced by the children in the process.

10. The simplification of the dual task of teaching the elements of reading and writing to beginners, which arises from the use of a single alphabet, is so well recognized that print script writing is now almost universal in primary classes. The print script alphabet has the two great advantages of extreme simplicity and great legibility, so that for young children (and those of a low mental age) it would appear almost essential. As the children grow in muscular control and in the desire to write as adults do, they may be introduced to ordinary cursive writing, mastering the difficulties of joinings, suitable slant, the use of the pen, and rhythm, *one by one* in successive grades, so that by the age of twelve they should be able to write in ink with good legibility and fair speed.

GRADE I¹**Conversation:**

Happy natural conversations:

Teacher and children—a social group—

Not in straight lines.

Source of material for earliest reading.

One form of exercise to follow most reading.

An important phase of all the activities of the class.

Most important form of language training.

Spontaneity and naturalness to be encouraged.

Mental noting of errors for later drills.

Reading:

Blackboard sentences:

Growing out of conversation—

Stimulating pictures are useful.

Sight words and phrases:

Names, action words, describing words, etc.

Cards and booklets:

Blackboard sentences, etc., in the children's hands.

Pre-Primers:

At least one to be read by each child.

Primer—"Mary, John and Peter:"

Training in oral and silent reading.

Phonic Drills:

Training in recognizing new words.

Supplementary Books:

Pre-primers, primers and story-books.

One or two collections of little poems.

Each child to read at least twenty books.

Verse Speaking:

Memorization of poems:

Some memorized by the class—thirty or forty.

Some memorized by individuals—their own choice.

Poems spoken individually:

Audience situation.

Training in natural effective verse-speaking.

Occasional "concerts":

Each child speaking a bit of verse.

¹See section 3, page 9.

Story Telling:

Listening to stories told or read:

No formal exercises—sheer enjoyment.

Formation of a "Listen Awhile Club."

Dramatizing stories heard or read:

Simple one-incident stories.

Telling stories heard or read:

Use of an audience situation.

Telling stories of personal experiences:

Work, play, outings, etc. .

Dramatization:

Simple pantomiming:

Action words, and sentences as read.

Original pantomimes:

Other children to guess.

Pantomiming stories:

Stories read or heard.

Stories suggested by pictures.

Dramatizing stories read or heard:

Action, costumes, etc., suggested by children.

Bits of dialogue memorized—

From the book or the blackboard.

Bits of dialogue improvised.

Encouragement of children's own efforts.

Verse Making:

Giving words that rhyme with others:

Orally at first, later as seat work.

Supplying a missing rhyme in a couplet:

Spoken by the teacher.

Read from the blackboard.

Copying couplets and filling in the rhymes.

Letter Writing:

Letters written only as need arises:

Invitations to parents or other classes.

News letter to absent classmates.

Composed by teacher and children:

Written on the blackboard by the teacher.

Copied by the children.

Word Study:

Giving words that mean the opposite.

Giving words that mean the same.

Supplying missing words in sentences:

A valuable reading exercise:

Choosing the better of two words to fill a gap.

Sentence Study:

Encouragement of sentence answers.

Use of sentences in conversations.

Development of picturesque sentences.

Copying of blackboard sentences.

Use of sentences in seat exercises.

Paragraph Study:

Listening to spoken paragraphs:

Noting number of sentences—

Falling inflections and pauses.

Practice in saying two or three sentences about one thing.

Training in separating spoken sentences:

Avoidance of "and" and "so" habits.

Use of falling inflections and pauses.

Copying blackboard paragraphs (stories):

Two or three sentences.

Each one on a new line.

Making little booklets:

Folding, punching, tying, colouring.

Copying in "stories."

Making class books:

Each pupil makes a page.

Corrective Exercises:

Based on children's speech errors:

Mentally noted in conversation, etc.

Arranged as games.

Practice for those who need it most.

Incidental corrections in all oral work:

No fuss to be made about an error.

Spontaneity not to be killed.

Mechanics:

Use of the capital letter:

Proper names, I, beginning of a sentence.

Use of the period and question mark.

Use of margins.

Mechanics learned by use:

No rules to be taught.

Spelling:

No formal spelling lessons.

Incidental learning.

Careful supervision of all written work.

Oral spelling in games in the third term.

Writing:

Use of print-script writing in all blackboard and seat work.

Blackboard writing of sight words, etc.

Writing at seats with large, soft pencils.

Emphasis upon correct posture and holding of the pencil.

Use of standard print-script forms.

Insistence on neatness and care.

Attainment of a speed of about twenty letters per minute.

Special treatment of left-handed children.

GRADE II¹**Conversation:**

Constant practice in informal conversation.

Encouragement of naturalness and spontaneity:

Tact in correction of errors.

Avoidance of "parrot answers."

Mental noting of errors for later drills.

Dramatization of typical conversations:

Answering the door-bell.

Answering the telephone.

Greeting a friend, etc.

¹See section 3, page 9.

Reading:

Regular use of the Reader:

Training in oral and silent reading.

Phonic Drills:

Training in recognition of new words.

Word building exercises.

Supplementary Books:

Readers and story-books.

One or two books of poetry.

Regular periods for reading.

Free reading in leisure time.

Informal oral reports on books read.

Each child to read at least twenty.

Verse Speaking:

Memorization of poems and extracts:

Minimum of about twenty passages.

Some memorized by the whole class.

Some chosen by individuals.

Training in effective verse speaking:

Individual and choral work.

No written work to be required.

Story Telling:

Telling stories to entertain the class:

Heard at home.

Read in books.

Listening to stories told by the teacher:

Carefully prepared and effectively told.

Dramatization:

Regular use as a form of expression:

Following silent reading.

As a phase of other activities:

Health, Social Studies, Science.

Occasional use for entertainment:

Encouragement of originality—

Planning action.

Devising costumes, etc.

Verse Making:

Recognition of simple rhythms:

Rhythmic responses of various kinds.

Galloping, marching, swinging, rocking, etc.

Co-operative verse building:

Line by line on the blackboard.

Supplying rhymes in simple stanzas:

Oral and written work.

Letter Writing:

Use of every opportunity as it arises.

Usually a co-operative blackboard exercise:

Carefully copied by the children.

Matters of form learned incidentally.

Word Study:

Supplying missing words in sentences.

Using new words found in stories.

Word building games.

Sentence Study:

Completing half sentences.

Finding the ends of sentences in undivided paragraphs:

Putting in "stop" signs, spaces, and capital letters.

Paragraph Study:

Saying three things about a game, a pet, etc.:

Indication of where each sentence ends.

Building co-operative blackboard paragraphs.

Making Animal Books, Flower Books, etc.:

Picture and paragraph on each page—

A gift for some one.

Corrective Exercises:

Oral drills, in game form, as needed.

Tactful correction of speech errors in all oral work.

Mechanics:

Correct use of capital letters.

Simple uses of punctuation marks:

Learned by use, not by rule.

Attention to margins, headings, etc.

Vigilant supervision of all written work.

Spelling:

Regular use of the New Canadian Spelling Book.

Vigilant supervision of all written work.

Special study of each poor speller:

Special training in individual cases.

Writing:

Use of print-script in all blackboard and seat work:

Gradually reduced in size.

Attainment of a speed of about thirty letters per minute.

Neatness and care in *all* written work:

Soft pencils and paper with foolscap ruling.

Emphasis upon correct posture and pencil holding.

GRADE III¹**Conversation:**

Constant practice in informal conversation.

Encouragement of naturalness and spontaneity:

Tact in correction of errors.

Avoidance of "parrot answers."

Mental noting of errors for later drills.

Dramatization of typical conversations:

Answering the door-bell.

Answering the telephone.

Greeting a friend, etc.

Reading:

Regular use of the Reader:

Training in oral and silent reading.

¹See section 3, page 9.

Supplementary Books:

- Readers and story-books.
- One or two books of poetry.
- Regular periods for reading.
- Free reading in leisure time.
- Informal oral reports on books read.
- Each child to read at least twenty books.

Verse Speaking:

- Memorization of poems and extracts:
- Minimum of about twenty passages.
- Some memorized by the whole class.
- Some chosen by individuals.

Training in effective verse speaking:

- Individual and choral work.
- No written work to be required.

Recording of favourite passages:

- Anthologies made by children.

Story Telling:

- Telling stories to entertain the class:
- Heard at home.
- Read in books.

Use of direct narration encouraged.

Use of new words commended.

Listening to stories told by the teacher:

- Carefully prepared and effectively told.

Occasional written stories:

- Followed by oral reading.

Dramatization:**Regular use as a form of expression:**

- Following silent reading.
- As a phase of other activities—
Health, Social Studies, Science.

Occasional use for entertainment:

- Encouragement of originality—
Planning action.
Devising costumes, etc.
Improvising dialogue.

Practice in written dramatization:

- Turning narrative into drama.

Verse Making:

Recognition of simple rhythms:

Rhythmic responses of various kinds.

Co-operative verse building:

Line by line on the blackboard.

Supplying rhymes in simple stanzas:

Oral and written work.

Imitating stanzas in poems read:

Rhythm and rhyme.

Oral reading of successful efforts.

Letter Writing:

Use of every opportunity as it arises.

Usually a co-operative blackboard exercise:

Carefully copied by the children.

Matters of form learned incidentally.

Occasional "spontaneous" letters:

To a classmate who is ill.

For a post-office lesson.

For birthday messages, etc.

"Thank you" letters for gifts, favours, entertainment, etc.

Word Study:

Exercises on synonyms, opposites, homonyms.

Supplying missing words in sentences.

Selecting effective words in stories read.

Choosing the best word of a group offered.

Using new words found in stories.

Correct use of easy idiomatic expressions.

Word building games.

Sentence Study:

Completing half sentences.

Combining broken sentences.

Finding the ends of sentences in undivided paragraphs:

Putting in "stop" signs, spaces, and capital letters.

Different ways of saying a thing:

Same words in different order.

Different words.

Paragraph Study:

Saying three things about a game, a pet, etc.:

Indication of where each sentence ends.

Building co-operative blackboard paragraphs.

Arranging in proper order sentences given.

Making Animal Books, Flower Books, etc.:

Picture and paragraph on each page—

A gift for someone.

Corrective Exercises:

Oral drills, in game form, as needed.

Occasional written exercises.

Tactful correction of speech errors in all oral work.

An occasional "campaign."

Mechanics:

Correct use of capital letters.

Simple uses of punctuation marks:

Learned by use, not by rule.

Attention to margins, headings, etc.

Vigilant supervision of all written work.

Spelling:

Regular use of the New Canadian Spelling Book.

Attention to spelling in all written work.

Special study of each poor speller:

Special training in individual cases.

Writing:

Introduction of cursive writing in Grade III:

New forms and joinings.

Blackboard writing at first.

Regular training lessons during transition period:

Usually three or four weeks.

Neatness and care in *all* written work:

Soft pencils and paper with foolscap ruling.

Emphasis upon correct posture and pencil holding.

Attainment of a speed of about forty letters per minute.

GRADE IV¹**Conversation:**

Informal conversations in school and out:

Arranging games.

Planning activities and enterprises.

Discussing books, pictures, etc.—

Attention to the quality of the conversation—

Not mere "talk."

Definite training lessons:

Telephone conversations.

Introductions and greetings.

Answering the door-bell.

Receiving guests.

Regular practices in the form of dramatizations:

Development of courtesy and ease.

Occasional written exercises.

Reading:

Regular use of the Reader:

Training in oral reading—

Largely individual.

Directed towards remedying specific defects.

Training in silent reading—

Daily exercises to improve comprehension—

Oral discussion of passage read.

Answers to questions on the content:

Orally and in writing.

Sometimes from memory.

Training in special kinds of reading—

To secure detailed information.

To get a general idea of the content.

Audience Reading:

Use of every opportunity to have children read aloud:

Reading of the morning Scripture passage.

Reading of letters received.

Reading to entertain others—

Original compositions in prose and verse.

Lovely poems or songs.

¹See section 3, page 9.

Stories or parts of stories in the "Story Hour."
Reading for expression—
Conclusion of "appreciation" lessons.
Frequent reading by the teacher:
Setting a high standard of excellence.

Reading for Appreciation:

Study of selected passages of prose and poetry:
Largely from the Reader.
Attention to such features as:
Effective words and phrases.
Pretty word pictures.
Examples of word music.
Touches of humour.
Striking comparisons.
Choice of title.
Avoidance of such practices as:
Drilling on "meanings."
Minute analysis.

Supplementary Reading:

Reading by each child of at least twenty books.
Regular period every day for reading:
Informal *interested* supervision.
Free reading in spare time:
A book in every desk.

Reading Tests:

Frequent use of informal tests.
Standardized tests at least quarterly:
Remedial treatment if required.

Verse Speaking:

Memorization of suitable passages:
Minimum of about two hundred lines.
Selection by teacher and children.
Several from the Reader.
Several from anthologies, etc.

Regular practice in speaking verse:
 Individual work and choral work.
 Audience situation frequently—
 Kindly discussion of children's efforts—
 Posture, enunciation, naturalness, etc.
No written tests.

Story Telling:

Teacher telling a story occasionally:
 Ostensibly as a treat, really as a lesson.
 Regular training for the children in story telling:
 Posture, enunciation, gestures, etc.
 Effective arrangement of incidents.
 Use of effective words, of direct narration.
 Elimination of "and," "so," and "then" habits.
 Mental noting of speech errors for later drills.

Occasional "Story Hours":

Stories found in books or heard outside of school.
 Stories based on dreams.
 "Made-up" stories—
 Based largely on the work in Social Studies and Science.

Dramatization:

Regular use of dramatization as a class activity:
 Based on narratives in prose and poetry read.
 Illustrative of lessons in Health, Social Studies, etc.

Training in speaking lines well:

Emphasis, tone, rate, enunciation, etc.

Occasional use of written dramatization:

Rewriting a story from the Reader.

Improvising suitable dialogue as needed.

Occasional creative work by children:

Planning, writing, staging.

Verse Making:

Familiarity with simple rhythms (no technical names).
 Familiarity with simple stanza forms.
 Exercises in supplying good rhymes.
 Practice in writing easy stanzas:
 Based on familiar models.
 Done co-operatively and individually.

Letter Writing:

Use of every occasion that requires a letter:

Personal letters—short and long.

Informal notes of invitation, etc.

Proper addressing of envelopes.

Familiarity with usual conventions:

Arrangement of parts, punctuation, etc.—

Learned by use, not by rules.

Establishment of a "Letter Exchange":

Real *not* imaginary—City to Country.

Word Study:

Use of synonyms, opposites, homonyms.

Employment of idiomatic expressions.

Selection of the right word to use in a gap.

Word-building exercises.

Use of new words in oral and written language work.

Sentence Study:

Exercises to develop "sentence sense."

Finding the ends of sentences in undivided paragraphs.

Recognition and use of various sentence forms:

Statement, question, command, exclamation.

Practice in saying a thing in different ways.

Paragraph Study:

Study of good paragraphs in the Reader and elsewhere:

First sentence, last sentence, middle sentences.

Recognition of "unity" as essential in a good paragraph:

Detection of an irrelevant sentence in a paragraph.

Building of co-operative blackboard paragraphs.

Arranging four or five given sentences in paragraph form.

Noticing the reason for a new paragraph in a story:

Important change in time or place or circumstances.

Correct Forms:

Oral drills on errors of frequent occurrence.

Choosing the correct form of a word to complete a sentence:

Where two forms are given.

Where no form is given.

Occasional written exercises following oral drills.

The Use of the Dictionary:

Training lessons as required:

Arranging words in alphabetical order.

Finding words in a children's dictionary.

Learning to use the dictionary for spelling.

Constant use of the dictionary for reference.

Mechanics:

Various uses of the capital letter.

Familiarity with common uses of period, comma, etc:

Learned inductively in reading and writing.

Occasional formal exercises or tests.

Attention to mechanics in all written work:

Heading, margins, spacing, punctuation.

Scrupulous care in all blackboard work.

Spelling:

Regular use of the New Canadian Speller:

As suggested in the Manual.

Study of spelling disabilities:

Remedial treatment as required.

Constant use of the dictionary:

Always available even for tests (except spelling tests).

Use of a special book for dictation exercises:

Personal list posted daily and revised regularly.

Use of various spelling games.

Writing:

Training lessons in cursive writing as needed:

In individual cases.

On specific defects—

Illegible letter forms.

Irregularities in size, slant, spacing.

Regular use of print-script for special purposes:

Maps, headings, notices, etc.

Emphasis upon legibility and neatness in *all* written work:

Special lessons in writing only as suggested above.

Attention to posture and pencil holding.

Occasional use of a Handwriting Scale:

The Ayres Scale is recommended, *pro tempore*, for grading.

Norms for Grade IV:

Quality 46 on the Ayres Scale.

Speed of 50 letters per minute.

GRADE V¹**Conversation:**

Informal conversations in school and out:

Arranging games.

Planning activities and enterprises.

Discussing books, pictures, etc.—

Attention to the quality of the conversation.

Not mere "talk."

Definite training lessons:

Telephone conversations.

Introductions and greetings.

Answering the door-bell.

Receiving guests.

Entertaining callers, etc.

Regular practices in the form of dramatizations:

Development of courtesy and ease.

Occasional written exercises.

Reading:

Regular use of the Reader:

Training in oral reading—

Largely individual.

Directed towards remedying specific defects.

Training in silent reading:

Daily exercises to improve comprehension—

Oral discussion of passage read.

Answers to questions on the content—

Orally and in writing.

Sometimes from memory.

Training in special kinds of reading—

To secure detailed information.

To get a general idea of the content (skimming).

Audience Reading:

Use of every opportunity to have children read aloud:

Reading of the morning Scripture passage.

Reports on "researches."

Reading of letters received.

Reports of committees.

¹See section 3, page 9.

Reading to entertain others—

Original compositions in prose and verse.

Interesting items from books and papers.

Lovely poems or songs.

Stories or parts of stories in the story hour.

Reading for expression—

Conclusion of “appreciation” lessons.

Frequent reading by the teacher:

Setting a high standard of excellence.

Reading for Appreciation:

Study of selected passages of prose and poetry:

Largely from the Reader.

Attention to such features as:

Effective words and phrases.

Pretty word pictures.

Examples of word music.

Pleasing rhythms in prose and poetry.

Touches of humour.

Unusual rhymes.

Striking comparisons.

Orderly arrangement of paragraphs or stanzas.

Choice of title.

Avoidance of such practices as:

Drilling on “meanings.”

Listing topics and sub-topics.

Naming figures of speech.

Minute analysis.

Supplementary Reading:

Reading by each child of at least twenty books.

Regular period every day for reading:

Informal *interested* supervision.

Free reading in spare time:

A book in every desk.

Record of “Books I Have Read”:

Form used to be worked out in class.

Individual variations to be encouraged.

Reading Tests:

Frequent use of informal tests.

Standardized tests at least quarterly:

 Remedial treatment if required.

Verse Speaking:

Memorization of suitable passages:

 Minimum of about two hundred lines.

 Selection by teacher and children.

 Several from the Reader.

 Several from anthologies, etc.

Making of a "Golden Treasury":

 Decorations, illustrations, etc.

Regular practice in speaking verse:

 Individual work and choral work.

 Audience situation frequently—

 Kindly discussion of children's efforts—

 Posture, enunciation, naturalness, etc.

No written tests.

Story Telling:

Teacher telling a story occasionally:

 Ostensibly as a treat, really as a lesson.

Regular training for the children in story telling:

 Posture, enunciation, gestures, etc.

 Effective arrangement of incidents.

 Use of effective words, of direct narration, of suspense.

 Elimination of "and," "so," and "then" habits.

 Mental noting of speech errors for later drills.

Occasional "Story-Hours":

 Stories found in books or heard outside of school.

 Stories based on dreams.

 "Made-up" stories—

 Based largely on the work in Social Studies and Science.

Study of good models in the Reader:

Recognition of the "story order":

 How it began.

 What happened.

 How it ended.

Use of direct narration.

Dramatization:

Regular use of dramatization as a class activity:

Based on narratives in prose and poetry read.

Illustrative of lessons in Health, Social Studies, etc.

Training in speaking lines well:

Emphasis, tone, rate, enunciation, etc.

Occasional use of written dramatization:

Rewriting a story from the Reader.

Improvising suitable dialogue as needed.

Interpolating stage directions.

Occasional creative work by children:

Planning, writing, staging.

Verse Making:

Familiarity with simple rhythms (no technical names):

Effects produced by various rhythms.

Familiarity with simple stanza forms.

Exercises in supplying good rhymes.

Practice in writing easy stanzas—

In imitation of familiar models:

Co-operatively and individually.

Letter Writing:

Use of every occasion that requires a letter:

Personal letters—short and long.

Business letters of simple type.

Informal notes of invitation, etc.

Proper addressing of envelopes.

Familiarity with usual conventions:

Arrangement of parts, punctuation, etc.—

Learned by use, not by rules.

Establishment of a "Letter Exchange":

Real *not* imaginary—Province to Province.

Word Study:

Use of synonyms, opposites, homonyms.

Employment of idiomatic expressions.

Selection of the right word to use in a gap.

Word-building exercises.

Practice in classifying words according to meaning:

First under descriptive headings.

Later as nouns, adjectives, etc.

Use of new words in oral and written language work.

Sentence Study:

Exercises to develop "sentence sense."

Finding the ends of sentences in undivided paragraphs.

Practice in combining short sentences.

Recognition and use of various sentence forms:

Statement, question, command, exclamation.

Arranging sentences to secure emphasis as desired.

Practice in saying a thing in different ways.

Paragraph Study:

Study of good paragraphs in the Reader and elsewhere:

First sentence, last sentence, middle sentences.

Practice in completing paragraphs of four or five sentences:

Given the first sentence and the last.

Given only the first sentence.

Given only the last sentence.

Recognition of "unity" as essential in a good paragraph:

Detection of an irrelevant sentence in a paragraph.

Building of co-operative blackboard paragraphs.

Arranging four or five given sentences in paragraph form.

Noticing the reason for a new paragraph in a story:

Important change in time or place or circumstances.

Practice in paragraphing direct narration.

Correct Forms:

Oral drills on errors of frequent occurrence.

Choosing the correct form of a word to complete a sentence:

Where two forms are given.

Where no form is given.

Using the correct form in original sentences.

Occasional written exercises following oral drills.

The Use of the Dictionary:

Training lessons as required:

Finding the proper spelling of a word in the dictionary.

Selecting the appropriate meaning.

Constant use of the dictionary for reference.

Mechanics:

Various uses of the capital letter.

Familiarity with common uses of period, comma, etc.:

Learned inductively in reading and writing.

Occasional formal exercises or tests.

Attention to mechanics in all written work:

Heading, margins, spacing, punctuation.

Scrupulous care in all blackboard work.

Reasonable credit for mechanics in marking (10%).

Spelling:

Regular use of the New Canadian Speller in each grade:

As suggested in the Manual.

Study of spelling disabilities:

Remedial treatment as required.

Constant use of the dictionary:

Always available even for tests (except spelling tests).

Use of a special book for dictation exercises:

Personal list posted daily and revised regularly.

Use of various spelling games.

Writing:

Training lessons in cursive writing as needed:

In individual cases.

On specific defects—

Illegible letter forms.

Irregularities in size, slant, spacing.

Introduction of the pen:

In special training lessons.

In general work.

NOTE:—Sharp pen points are to be avoided.

Regular use of print-script for special purposes:

Maps, headings, notices, etc.

Emphasis upon legibility and neatness in *all* written work:

Special lessons in writing only as suggested above.

Occasional use of a Handwriting Scale:

The Ayres Scale is recommended, *pro tempore*, for grading.

Norms for Grade V:

Quality 50 on the Ayres Scale.

Speed of 60 letters per minute.

GRADE VI¹**Conversation:**

Informal conversations in school and out:

Arranging games.

Planning activities and enterprises.

Talking about books, pictures, etc.—

Attention to the quality of the conversation—

Not mere "talk."

Definite training lessons:

Telephone conversations.

Introductions and greetings.

Answering the door-bell.

Receiving guests.

Entertaining callers, etc.

Regular practices in the form of dramatizations:

Development of courtesy and ease.

Occasional written exercises.

Reading:

Regular use of the Reader:

Training in oral reading—

Largely individual.

Directed towards remedying specific defects.

Training in silent reading—

Daily exercises to improve comprehension—

Oral discussion of passage read.

Answers to questions on the content—

Orally and in writing.

Sometimes from memory.

Training in special kinds of reading—

To secure detailed information.

To get a general idea of the content (skimming).

To make a summary or an outline.

Audience Reading:

Use of every opportunity to have children read aloud:

Reading of the morning Scripture passages.

Reports on "researches."

Reading of letters received.

Reports of committees.

¹See section 3, page 9.

Reading to entertain others—

Original composition in prose and verse.

Interesting items from books and papers.

Lovely poems or songs.

Stories or parts of stories in the "Story Hour."

Reading for expression—

Conclusion of "appreciation" lessons.

Frequent reading by the teacher:

Setting a high standard of excellence.

Reading for Appreciation:

Study of selected passages of prose and poetry:

Largely from the Reader.

Attention to such features as:

Effective words and phrases.

Pretty word pictures.

Examples of word music.

Pleasing rhythms in prose and poetry.

Touches of humour, pathos, irony, etc.

Unusual rhymes.

Skilful repetitions.

Effective word order.

Striking comparisons.

Orderly arrangement of paragraphs or stanzas.

Choice of title.

Avoidance of such practices as:

Drilling on "meanings."

Listing topics and sub-topics.

Naming figures of speech.

Minute analysis.

Attempting to teach the full content—

Leave some "Yarrows Unvisited."

Supplementary Reading.

Reading by each child of at least twenty books.

Regular period every day for reading:

Informal *interested* supervision.

Free reading in spare time:

A book in every desk.

Record of "Books I Have Read":

Form used to be worked out in class.

Individual variations to be encouraged.

Regular book talks:

Telling the class about a "crackerjack".

Perhaps reading a short selection.

Reading Tests:

Frequent use of informal tests.

Standardized tests at least quarterly:

Remedial treatment if required.

Verse Speaking:

Memorization of suitable passages:

Minimum of about two hundred lines.

Selection by teacher and children.

Several from the Reader.

Several from anthologies, etc.

Making of a "Golden Treasury":

Decorations, illustrations, etc.

Regular practice in speaking verse:

Individual work and choral work.

Audience situation frequently—

Kindly discussion of children's efforts—

Posture, enunciation, naturalness, etc.

No written tests.

Story Telling:

Teacher telling a story occasionally:

Ostensibly as a treat, really as a lesson.

Regular training for the children in story telling:

Posture, enunciation, gestures, etc.

Effective arrangement of incidents.

Use of effective words, direct narration, suspense, climax.

Elimination of "and," "so," and "then" habits.

Mental note of speech errors for later drills.

Occasional "Story-Hours":

Stories found in books or heard outside of school.

Stories based on dreams.

"Made-up" stories.

Study of good models in the Reader:

- Plan of the story.
- Use of connectives.
- Other words for "said".
- Special devices for various effects.

Dramatization:

Regular use of dramatization as a class activity:

- Based on narratives in prose and poetry read.
- Illustrative of lessons in Health, Social Studies, etc.

Training in speaking lines well:

- Emphasis, tone, rate, enunciation, etc.

Occasional use of written dramatization:

- Rewriting a story in the Reader.
- Improvising suitable dialogue as needed.
- Interpolating stage directions.

Occasional creative work by children:

- Planning, writing, staging.

Verse Making:

Familiarity with simple rhythms (no technical names).

- Effects produced by various rhythms.

Familiarity with simple stanza forms.

Exercises in rearranging jumbled lines.

Exercises in supplying good rhymes.

Practice in writing easy stanzas:

- Co-operatively and individually.

Letter Writing:

Use of every occasion that requires a letter:

- Personal letters—short and long.

- Business letters of simple type.

- Informal notes of invitation, etc.

Proper addressing of envelopes.

Familiarity with usual conventions:

- Arrangement of parts, punctuation, etc.—

- Learned by use, not by rules.

Establishment of a "Letter Exchange".

- Canada to Australia, etc.

Word Study:

- Use of synonyms, opposites, homonyms.
- Employment of idiomatic expressions.
- Selection of the right word to use in a gap.
- Word-building exercises.
- Practice in classifying words according to meaning :
 - First under descriptive headings.
 - Later as nouns, adjectives, etc.
- Use of new words in oral and written language work.

Sentence Study:

- Exercises to develop "sentence sense".
- Finding the ends of sentences in undivided paragraphs.
- Recognition of subject part and predicate part.
- Practice in enlarging subjects and predicates.
- Practice in combining short sentences.
- Recognition and use of various sentence forms :
 - Statement, question, command, exclamation.
- Arranging a sentence to secure emphasis as desired.
- Practice in saying a thing in different ways.

Paragraph Study:

- Study of good paragraphs in the Reader and elsewhere :
 - First sentence, last sentence, middle sentences.
- Practice in completing paragraphs of four or five sentences :
 - Given the first sentence and the last.
 - Given only the first sentence.
 - Given only the last sentence.
- Recognition of "unity" as essential in a good paragraph :
 - Detection of an irrelevant sentence in a paragraph.
- Building of co-operative blackboard paragraphs.
- Arranging four or five given sentences in paragraph form.
- Noticing the reason for a new paragraph in a story :
 - Important change in time, or place or circumstance.
- Practice in paragraphing direct narration.

Correct Forms:

- Oral drills on errors of frequent occurrence.
- Choosing the correct form of a word to complete a sentence :
 - Where two forms are given.
 - Where no form is given.

Using the correct form in original sentences.
Occasional written exercises following oral drills.

The Use of the Dictionary:

Regular training lessons:

Finding the correct spelling of a word in the dictionary.

Selecting the appropriate meaning.

Discovering the proper pronunciation.

Constant use of the dictionary for reference.

Mechanics:

Various uses of the capital letter.

Familiarity with common uses of period, comma, etc.:

Learned inductively in reading and writing.

Occasional formal exercises or tests.

Attention to mechanics in all written work:

Heading, margins, spacing, punctuation.

Scrupulous care in all blackboard work.

Reasonable credit for mechanics in marking (10%).

Spelling:

Regular use of the New Canadian Speller in each grade:

As suggested in the Manual.

Study of spelling disabilities:

Remedial treatment as required.

Constant use of the dictionary:

Always available even for tests (except spelling tests).

Use of a special book for dictation exercises:

Personal list posted daily and revised regularly.

Use of various spelling games.

Writing:

Training lessons in cursive writing as needed:

In individual cases.

On specific defects—

Illegible letter forms.

Irregularities in size, slant, spacing.

Regular use of print-script for special purposes:

Maps, headings, notices, etc.

Emphasis upon legibility and neatness in *all* written work:

Special lessons in writing only as suggested above.

Tolerance of individuality in writing:

All children need not write alike—

Legibility must not suffer.

Encouragement of rhythm in writing:

Not to be forced—

Usually comes of itself (if at all)—

But at different ages.

Occasional use of a Handwriting Scale:

The Ayres Scale is recommended for grading.

Norms for Grade VI:

Quality 57 on the Ayres Scale.

Speed of 65 letters per minute.

SOCIAL STUDIES

INTRODUCTION

1. The purpose of the course in Social Studies is to help the child understand the world in which he lives. Since the nature of that "world" is largely influenced by its physical environment the course is partly geographical, and since it is fully understood only in the light of its past the course is partly historical. The emphasis throughout is on the social aspects of life in the child's own community and other communities, present and past. Thus the course may be regarded as a blending of geography, history, citizenship.

2. In Grade I the child is led to realize the social duties and responsibilities of the members of his family group and the dependence of families upon one another. In Grade II the child's social group is enlarged to include the immediate community and he begins to understand something of the interdependence of town and country. In Grade III the child visits children in other parts of the civilized world and discovers that boys and girls the world over are members of one great interrelated community. Towards the close of the year the Grade III child learns how children live to-day in primitive communities and is then prepared in Grade IV to learn how our complex community life began in the narrow world of the long, long ago, and to understand in part at least how it evolved during ancient and mediaeval times as the "world" expanded beyond the cave and its environs. In Grade V the child follows the great discoverers as they enlarge the world, and profoundly influence social life in their own lands and in the "new" lands. Having discovered the world, the child, now in Grade VI, proceeds to discover America, and to understand the beginnings of social life in various parts of Canada and the United States.

3. In addition to the activities of the course as outlined every class should visit places of local interest. There the children

will visualize more clearly the events of the past, and understand more fully the relationship between environment and social life. Such a visit might be the occasion for useful activities in oral and written language, in reading, in dramatization, in art and handwork.

4. The discussion of such current events as come within the interests of children should be regarded as an important phase of the work. The map-work involved will give the children an idea of the location of a great many places, and the stories will help them to realize that history is not solely a matter of books nor altogether of the past. It is worth while for a child to realize that history is being made every day, and that what he reads about in the daily paper may some day appear in a history book.

5. One of the results of the work in Social Studies should be an understanding of the interdependence of families, of communities, and of nations. This understanding, together with a knowledge of the customs of other peoples as growing out of their geographical environment and traditions, should help to establish in children's minds an attitude of friendliness and good-will to all.

6. As children progress through the course they will acquire and perhaps retain an immense amount of geographical and historical information. It will be acquired in the natural way through experiences and activities and will therefore be unorganized. This is not a cause for anxiety. Children of the elementary school have not yet reached the maturity required for systematization. The purpose of the Social Studies activities is not the amassing of knowledge in neat lists and summaries, but the development of interests and the forming of attitudes. It is to be expected, however, that each child out of his own interested activities will really learn more facts and better facts to add to his personal fund of information than he would by memorizing ready made second-hand compendiums.

7. The social virtues of the good citizen are not things merely to learn about. They are to be achieved by practising them. The development of qualities of co-operation, respect for the rights

and feelings of others, willingness to accept responsibility, and other attributes of the good citizen can be developed only by exercising them in situations that demand their practice. They are to be accepted willingly as desirable forms of conduct; they cannot be developed by coercion. The school must, therefore, be so organized as to permit of their growth and exercise in situations that require their practice.

8. The enterprise method is particularly appropriate to the Social Studies. Almost any topic may serve as the core of an enterprise, around which to centre activities of all kinds, culminating in a pageant, a play, an exhibit. The children that have dramatized the visit of Marco Polo to the Court of Kublai Khan have learned a great deal more than the fact. They have made the costumes, arranged the stage, written the dialogue, searched for authentic information, travelled the route, and *lived* at the Court of Kublai Khan; doubtless, too, they have written letters of request, of thanks and of invitation; and in all this they have learned to co-operate in a genuine social situation.

9. Much more has been included in the outline for each grade than can possibly be covered in a year, and it is not expected that the teacher will attempt to cover all the topics in the grade outline. Those items should be selected by the *teacher* which seem to have most value to the class, considering the interests, needs, abilities, and experiences of the children.

10. The success of the work in Grades III, IV, V, VI depends largely upon teacher and children having ready access to suitable books. It is hoped that the children, as well as the teacher, will look up and report to the class interesting bits of information regarding life in other lands and other times. In all their creative work, too, the children should learn to seek in books authentic information relating to language, costumes, etc. To assist teachers in building up a suitable supply of books for the Social Studies, fairly long lists of carefully selected books have been prepared. Two recent books of general reference are "The Social Studies in the Primary Grades," by Grace E. Storm (Ryerson), and "The Social Studies Curriculum," which is the Fourteenth Year Book of the Department of Superintendence of the National Educational Association, Washington.

GRADE I INTRODUCTION

The aim of the course in Grade I is to develop an understanding of the family as a unit for social living—a group of interdependent individuals, the members of which contribute, according to their various abilities to the welfare, comfort and happiness of all, sharing the common labours and disappointments, as well as the pleasures and rewards.

In his life at school and his playtime activities, the child comes in contact with many other children whom he will come to think of as members of other families like his own. He will observe the people who render services to his family—the grocer, the baker, the postman, the teacher, the doctor, and many others, and may be led to regard them as the fathers of the children he knows, who go away from home each day, as his own father does, to serve the community at large.

Thus he may be led to an understanding of the local community as a unit for social living—a group of families depending on one another for the primary necessities and the amenities of civilized life, co-operating with one another to make life orderly and secure.

These understandings may be developed through an organization of the child's own observations and experiences, through stories told and read by the teacher, through the reading during the latter part of the year of simple books such as those listed as "Books for Children," and through informal class discussions and conversations. The stories will relate to the social life round about, and to the immediate past "when Father and Mother were children." Reality may be given to the course by games, plays and dramatizations, by drawings, constructions and other "enterprises."

TOPICS FOR STUDY¹

Our Family:

Seeing mother at work in the home:

 Helping the children and father.

Seeing father at work in the home:

 Helping the children and mother.

Seeing the children at work:

 Helping mother and father.

 Helping one another.

¹See section 9, page 56.

Having fun in the home:

Different kinds of fun.

Hearing stories told by mother and father—

How *they* used to help their fathers and mothers.

Fun they used to have.

Going to church and Sunday School.

Other Families:

Going to visit uncle's family:

Helping aunt and uncle.

Playing with cousins.

Visiting at grandfather's home:

Helping grandfather and grandmother.

Hearing stories of early days—

Indians, trappers, pedlars, etc.

Helpers of Our Family:

Seeing helpers come to our home:

Postman, delivery boy, milkman, etc.

Going to helpers:

Grocer, butcher, doctor, dentist, etc.

Learning about helpers who take care of us:

Policeman, traffic-officer, fireman, etc.

Understanding that these helpers are other fathers:

Working away from their homes.

Receiving money for their work.

Father Helping Other Families:

Seeing father going to work:

Different kinds of work.

Different places of work.

Father receiving money for his work:

Money to be used or saved.

Using money father earns:

Food, clothing, coal, etc.

Saving money for use in the future:

Children's bank.

Father's bank.

Other Fathers Helping Other Families:

Watching a house or barn being built:

Masons, carpenters, painters, etc.

Stories of how the early houses were built.

Watching a road or street being repaired:

Labourers, truck-drivers, foreman, etc.

Stories of making the road.

Talking about a fire or a moving:

Fathers helping in various ways.

Sending and receiving letters and messages:

Collectors, sorters, postmen, operators, etc.

Stories of the mail in early days.

Travelling to and from home:

Conductors, bus-drivers, motormen, etc.

Stories of how they travelled in early days.

GRADE II

INTRODUCTION

The course in Grade II should lead to an understanding of the countryside and the town or city as together forming a social unit.

The city child's curiosity regarding the origin of the milk, vegetables and other necessities of his daily life leads him naturally to a consideration of the farm and the countryside. He is interested in the children who live there, in their occupations and daily life at home and at school, in their families, and in the work their fathers do. Similarly, the questions of the rural child as to where his shoes and clothing and other factory-made articles come from, his curiosity as to the destination of the products of the farm, and his father's trips to the city or nearby town lead him to a consideration of the town or city. He will be curious to know about the life of the children there, and about their homes and families and the work of their fathers.

An understanding may thus be developed of the close relationship that exists between countryside and urban community, of their dependence one upon the other and of their co-operation to serve their mutual needs.

In organizing the experiences of the children, through conversation and discussion, through sand-table, art, and handwork activities, the city child will learn informally of the land and water forms of the countryside, and the rural child, of the streets and houses, factories and buildings of the city. This beginning of geography should be reinforced by the construction of pictorial

"maps"—at first on the sand-table and later on blackboard and paper. Among the stories told by teacher and pupils of visits to grandfather will be some that tell of "What Grandfather and Grandmother did when they were children," and, perhaps, of stories of "Grandfather's Home in the Old Land." Thus the child's idea of the present as related to the past is extended.

TOPICS FOR STUDY¹

Our Neighbourhood:

Finding out where the roads or streets go:

Places of interest along the way.

Stories of place-names, etc.

Ideas of direction and distance—

Pictorial maps—sand table, blackboard, paper.

Finding out what people in the neighbourhood work at:

Different kinds of work.

Places where people work—

Farms, mills, shops, factories, etc.

Stories of when, why, and how each was begun.

Things grown or made by workers—

Discussion of where these things are used.

Learning about schools, churches, public buildings, etc.:

Location—distance and direction—

Pictorial maps—sand table, blackboard, paper.

Stories of when, why, and how each was built.

Farther Afield:

Exploring a nearby urban *or* rural district:

Making the journey or voyage—

Route, conveyance, time.

Places of interest along the way—

Stories of their beginnings.

Stories of pioneer travel on the same route.

Visiting the school—urban *or* rural:

Novel features of school life.

Stories of that school in grandfather's time.

Going to the store—urban *or* rural:

Interesting features of the store.

Buying things that came from our home community.

Stories of old-time stores.

¹See section 9, page 56.

Watching the grown-ups at work—city *or* country:

Different kinds of work—

Things made or grown by the workers—

Places where they are used.

Stories of earlier methods of work.

Joining in the fun in the city *or* on the farm:

New forms of amusement.

Stories of fun in the old days.

Stories of grandfather's home in the old land—

Finding the old land on the globe.

Seeing the city *or* the country-side:

Streets, parks, buildings, reservoirs, etc.

or

Fields, forests, rivers, lakes, hills, etc.—

Pictorial maps—sand table, blackboard, paper.

Stories of what the city or country used to be like.

Visiting Any Nearby Community:

A mining town:

Learning what a mine is like.

Discussion of the mineral obtained—

Processes, and final uses.

Stories of how it all began.

A fishing village:

Stories of how the fish are caught.

Kinds of fish obtained.

Fishing in earlier days.

A lumbering town:

Learning how lumber is made.

Some kinds of lumber and their uses.

Stories of pioneer lumbering.

GRADE III

INTRODUCTION

The course in Grade III makes use of the child's interest in children of other lands to take him in imagination to a number of countries in different parts of the world, where he may view the daily lives of children of other lands. For the first two terms those communities have been suggested in which the similarity of family life to that which the child knows forms a familiar starting

point, and in which the differences of custom are such as to arouse his interest and stimulate his curiosity.

Through this study, the child may be led to see that the strange customs he meets are not bizarre or "funny," but arise from the geographical nature of the environment in which the people live, as well as out of the beliefs and customs of the past. Thus, there should grow out of the study a sympathetic understanding of other peoples.

The various countries "visited" will be seen as social units made up of town and countryside as is our own. By finding things used in our homes that come from the countries visited and by finding things from Canada in use in the homes "visited," the child may be introduced to the idea that countries also are dependent on one another. This phase of the study must not be allowed to degenerate into a listing of "exports" and "imports."

During the third term the child becomes acquainted with family life in contemporary primitive communities. In examining the daily life of primitive peoples of the polar regions, the tropics, the desert, and of those who live on the fringes of the civilized communities of the temperate regions, the child may be led to a vivid realization of the relationship between geographical environment and mode of life. The idea of the dependence of people on one another, and of the necessity for co-operation in order to maintain existence will be strengthened as the child views life under the rigours of the Arctic or the inhospitable desert.

Ability to understand and use the map may be gradually and informally developed by locating on the map of the world and on the globe the countries visited, and by tracing on the globe and map the route to be followed in reaching the country. Use should also be made of maps drawn on the blackboard by the teacher, and of sand-table and pictorial maps made by the pupils. The child's understanding of land and water forms—mountain, river, desert, etc.—will be extended incidentally and informally, and will grow naturally out of the stories told and read, and his feeling of the present as emerging out of the past will be strengthened by hearing or reading legends and traditions, folk and historical tales such as the parents and teachers in the strange land would be telling their children.

This study of other lands should be illustrated by pictures provided by the teacher or brought by the pupils, and enlivened by poems, songs, and dances originating in the land under study.

TOPICS FOR STUDY¹**Child Life in Other Lands (The first two terms):**

Stories of child life in six or more of the following lands:

Japan, West Indies, China, Egypt, Holland, Italy, South Africa, Argentina, Switzerland, Norway, Mexico, Spain.

Other lands (civilized *not* primitive communities).

Selection made by the *teacher* from the above:

One each of:

Mountain community.

River valley community.

Island community.

Maritime community.

Community in southern hemisphere.

Others as preferred.

Length of study depending on interest of class:

One per month suggested.

Suggested Treatment—"A Visit to Japan":

Arousing interest:

Stories read and told by teacher, by pupils—

Class discussions.

Proposal and selection of "Things to do"—

Drawing, construction, dramatic "enterprises."

Display of pictures and objects from Japan—

Fans, slippers, kimona, dolls, Japanese writing, etc.

Keeping a diary of the visit (group project).

Making pictorial maps.

Etc.

Planning the trip:

Finding Japan on globe and map of the world.

Tracing route to be taken on globe or map.

Discussing means of travel—

Trains, ships, etc.

The Journey:

On the train.

Crossing the ocean.

Writing up the diary.

First impressions of Japan

Writing up the diary.

Writing letters home.

¹See section 9, page 56.

Visiting a Japanese home:

Interesting features of house and garden, etc.—

Pets, furnishings, dishes, pictures, etc.

Stories of homes in olden days told by hostess.

Finding things from Canada in Japanese homes.

Dinner with the family—

Unfamiliar customs, "table" manners, etc.

Foods, how prepared and eaten.

Wearing new clothes:

Strange garments.

Stories of how made, why worn.

Going to school:

Means of transportation.

Interesting things seen on the way.

Strange classroom customs:

The teacher, books, writing, etc.

Hearing legends and tales of the past.

Playing Japanese games.

Stories of old-time schools.

Watching men and women at work:

On the farms—

Growing things.

Using animals.

In the shops—

Interesting features.

Buying gifts for our hosts—to take home, etc.

Attending a festival:

"A Blossom Festival," "Festival of the Kites," etc.

Strange features of the programme.

Stories in explanation.

Touring the country:

Visiting places of interest.

Noting geographical features—

Mountains, rivers, weather, animals, trees, etc.

Constant use of the map.

Homeward bound:

Coming home by a different route.

Writing up the diary of the trip.

Writing letters to our Japanese friends.

Etc.

Completing the Study:

“Things to do”:

Drawings and paintings made by pupils.

Models constructed—

Sand-table, plasticene, cardboard and paper, etc.

Dolls dressed in Japanese costumes, etc.

Reading the diary, etc.

Dramatizations presented, etc.

Display of collection of pictures of Japan.

Collection of things from Japan—

Things we use in our homes that come from Japan.

Results of other activities devised by the teacher.

Stories of Primitive Life (The third term):

Stories of the daily life of contemporary primitive families:

Procuring of food, clothing, shelter, etc.

Protection from enemies.

Social life, the part played by religion in social life.

Schools and play life, etc.

Study of geographical surroundings—

Incidental to stories of the life of the people.

Desert, jungle, mountain, sea, river, weather, etc.

Animal life, wild and domestic.

Suggested list of communities (one of each or more):

An Arctic community—Northern Canada—

Greenland, Lapland.

A Desert community—Arabia, Sahara.

A Tropical community—Amazon Valley, Congo Valley,
Uganda, New Guinea, South Sea Islands.

A Temperate community—Tibet, Patagonia.

Aboriginal community in New Zealand, Australia.

GRADE IV**INTRODUCTION**

The aim of the course in Grade IV is to give the child some understanding of the growth of social living and of the factors which have shaped it towards its present form. From a con-

sideration of the contemporary primitive community in Grade III a transition can easily be made to the ancient primitive. In the work of Grade III the child has been transported in imagination through space to various parts of the earth's surface. In work of Grade IV he is carried back through time beyond the beginnings of recorded history.

Through stories of "The Beginnings of Social Life"—partly historical, perhaps largely conjectural—the child may come to understand how men began to live together for mutual help and protection and for the comforts and satisfactions of gregarious living, how social life began around the fire, and culture was born in the caves of the stone-age men.

The world of earliest man was a small world. It was bounded by the horizon, limited to the distance he could traverse on foot, and confined to localities of favourable climate and plentiful food. Slowly and painfully the difficulties of man's environment were overcome. The discovery of the use of fire and of metal, the improvement of weapons, the invention of the wheel and of means of travel by water, extended the range of man's activities and enlarged his world. The domestication of animals provided a more assured supply of food, and the cultivation of the soil made settled life possible. With the emergence of agriculture civilization began, and there arose the culture of Babylonia and Assyria, of Phoenicia and Egypt, of Greece and Rome.

Through stories of "The Growth of Social Life" the child may be led to see how civilized life developed. Men learned to write and to cultivate the literary arts. They built permanent buildings and decorated them with sculpture and paintings. Money was invented to facilitate trade, and means of travel by land and sea improved till travel was possible from Germany to Tunis, from Alexandria to Ultima Thule. By the end of the middle ages, the narrow world of primitive man had enlarged until it included most of Europe and those parts of Asia and Africa that were accessible from the Mediterranean Sea, and the brutish life of the stone-age had evolved into a social structure with school and church, with city and town, with kingdom and empire.

Throughout the course the children will read privately to supplement the class discussions and engage in a great variety of activities arising out of the stories they read. The value of the

course will be not in any body of organized information acquired but in an understanding of the growth of social life and an interest in the past, out of which emerged the present.

TOPICS FOR STUDY¹

The Beginning of Social Living:

Stories of the daily life of ancient primitive peoples:

Cave-men, lake-dwellers, men of stone age.

Ancient Britons, Indians (when white men came), Incas of Peru.

Discovery of use of fire.

Coming together around the fire—

Protection from enemies.

Comfort and company.

Beginning of story-telling, drama, pictorial art.

Discovery of use of metal—

Improvement of weapons.

Domestication of animals.

Learning to till the soil.

Learning to live in one place—

Living in permanent homes.

Improving the means of travel—

Training the horse, the camel.

Inventing the wheel.

Using oars and sails.

Inventing money.

The Growth of Social Living:

Stories of Egypt, Babylonia, Palestine, Greece and Rome:

The Nile, the "Rivers of Babylon", the inland seas.

Keeping flocks and herds, growing food.

Living in settled homes.

Building public buildings—pyramids, temples, palaces.

Exchanging goods with distant peoples—

Phoenicians trading with Greece, Rome, Africa, Britain.

¹See section 9, page 56.

Invention of writing—

On clay—cuneiform—Babylonia.

On stone and papyrus—Egypt.

The alphabet—Phoenicia, Greece, Rome.

Writing down stories of the past—

Stories of early Bible times.

Stories from the Iliad and the Odyssey.

Legends of Rome.

Stories of Early Britain.

Obtaining New Ideas from Distant Peoples:

The work of the missionaries—

Stories of St. Paul, Columba, St. Patrick, St. Augustine.

Routes travelled and countries visited.

Journeying to the crusades—

Routes travelled—use of maps.

Stories of Mohammed, Saladin, Richard of the Lion Heart.

Learning arithmetic from the Arabs.

Trading with the East—

Rumours of the wealth of the Indies.

GRADE V

INTRODUCTION

By the end of the twelfth century the lure of the unknown was beginning to urge the European to enquire what lay under the clouds that enshrouded the edges of his flat world. Quickened by the marvellous tales of the Polos, the desire for riches, and the spirit of adventure, seaman after seaman ventured farther and farther into the void, and returned to astonish his friends with tales of the new lands, vast oceans and strange peoples he had found. As each traveller returned, he added not only the knowledge of something found, but the mystery of something still beyond—a challenge to further enquiry and adventure.

Year by year, at the cost of untold effort and endurance, the clouds are rolled back. The ingenuity of the scientist and inventor

is enlisted in the cause of discovery. The mariner's compass brings confidence to the sailor on the deep, steam replaces sail, man takes to the air. As the twentieth century advances, the caravels of Columbus have given place to the roaring plane, and Ultima Thule has become in truth the ends of the earth.

Into this world of romance and adventure the child is led by the Grade V course. "Rolling back the clouds" is its theme, and it aims to reveal the world to the child as it was [revealed to the discoverers and explorers.

From the stories of these men will naturally emerge a wide acquaintance with the earth's geography. Continents and islands, seas and rivers, mountains, volcanoes and glaciers will be met with informally as the stories unfold; and constant reference to maps will give the child a knowledge of their position. The stories will show, too, strange new peoples in their desert, jungle, or tropical island homes. The child will see the appropriateness to the environment of their food and clothing, their weapons and tools, their social customs and superstitions, and may be able to see how such peoples could improve their conditions.

Perhaps the chief value of the course will be the interest aroused. The depth of this interest may best be estimated from the zeal the child displays in his reading of books related to the course, from the imagination shown in his associated drawing, modelling, and dramatic activities, and from the understanding revealed in the stories, diaries, "logs," and letters he may write.

TOPICS FOR STUDY¹

"Rolling Back the Clouds"—The Age of Discovery:

With Marco Polo to Cathay:

The boy Marco in Venice.

Overland to China.

At the court of Kublai Khan.

Twenty-five years among the celestials.

Return to Venice by sea.

The Wealth of the Indies:

The caravan route to the East—

The Golden Road to Samarkand.

The descent of the terrible Turk.

¹See section 9, page 56.

- The Road to Cathay:
Solving the riddle of distant Africa—
Stories of Henry the Navigator, Diaz, da Gama.
Da Gama reaches India.
- Discovering America:
Stories of Columbus, Balboa, the Cabots.
The Spanish Main—
Drake and the "Dons."
- Circumnavigating the Globe:
Story of Magellan—
"The Land of Fire."
Death in the South Seas.
Story of Drake.
- In the Pacific:
Story of Captain Cook—
Australia, New Zealand, Tahiti, Hawaii.
Adams visits Japan.
Tasman in the East Indies.
- The Buccaneers:
Stories of Morgan, Dampier, Davis, Captain Swan—
Discoveries in the South Seas.
Alexander Selkirk in Juan Fernandez—
"Robinson Crusoe."
- Light on the Dark Continent:
Bruce in Abyssinia.
With Mungo Park on the Niger.
Denham and the search for Timbuktu.
Livingstone and Stanley in Darkest Africa.
Burton, Speke, and Baker on the Nile.
- The Search for the Northwest Passage:
Stories of Frobisher, Baffin, Davis and Hudson.
Franklin in the frozen north.
- To the Ends of the Earth:
Admiral Peary reaches the North Pole.
The Quest for the South Pole—
Sir Ernest Shackleton.
Scott's last expedition.
Amundsen reaches the Pole.
Byrd flies over Antarctica.

GRADE VI

INTRODUCTION

The course for Grade V assumed that children of ten and eleven years of age can be awakened to an interest in the adventures of those great heroes of exploration whose stories the world remembers. It assumed also that the world as a whole and the world as a relationship of parts were comprehensible to the Grade V child. It assumed, finally, that the children could be led to some understanding of the fact that man's achievements have occurred only through continuous and persistent enquiry into the mysteries of the unknown.

If the work in Grade V has been successful, the Grade VI course follows naturally. Logically it represents the more detailed study of one part of that map whose unfolding the children observed in the previous Grade. The continent of North America, with special emphasis on Canada, becomes the subject of the social story. Pedagogically, the course assumes that the child's own part of the world has now become for him, the object of special interest.

The arousing of a deep and abiding interest in the geography and history of Canada, and an understanding of the relationship of its history to the geographical nature of the country, are perhaps the chief ends to be achieved as a result of the course for this Grade. The teacher may appraise the success of his work largely by the measure of satisfaction and insight which the children show in their activities—in their reading, their dramatization, their stories, their drawing, their modelling and map-making.

It will be well for the teacher to bear in mind, however, that in dealing with the stories of discovery and exploration in Canada he is introducing the child to problems he can understand only later. Among such problems are the relation of mountain, forest, field, and stream to economic, political, and social intercourse; the relation of a primitive social organization to a higher one; and the relationships that exist among the various interests of the Canadian social group.

Unfortunately, much of the material upon which the teacher may draw for the activities of the course has been written for adults or older students. It may be that we in our land have lived

so close to the reality of romance that we have failed to see in the story of our country the fire and the adventure that stir the minds of European children when they read of Canada. Certainly, our Canadian writers have left for later generations much of the task of recreating for children the glamour that lives in the history and legend of this country. From a pedagogical point of view, the dearth of suitably written stories of Canadian History has an advantage in that it leaves much to the creative imagination of the teacher and to the creative abilities of the child.

TOPICS FOR STUDY¹

“Unrolling the Map”—The Discovery of America:

The Norse Sea Rovers:

Bjarni, Eric the Red, Leif.
The Norse Sagas.

The Spaniards search for gold:

De Leon in Florida.
Balbao across Darien.
De Soto and Verazano on the Gulf coast.
Cortez and the Aztecs of Mexico.
Pizarro and the Incas of Peru.

The Search for the Road to “La Chine”:

Cartier’s Discovery of the St. Lawrence.
Champlain on the St. Lawrence—
Discovery of the Richelieu and Lake Champlain.
Ascent of the Ottawa.
Discovery of the Great Lakes.
Etienne Brûlé.
Hudson—finding a river and a bay—
Mutiny on the high seas.
Marquette and Joliet on “The Father of Waters.”
“The Seigneur of China”—La Salle.
Tonti, of “the iron hand.”

¹See section 9, page 56.

The Wealth of the Fur-trade:
Radisson and Groseilliers—
Meeting the northern Indians.
The Hudson's Bay Company.
The "Coureurs des Bois"—Du Lhut.
Alexander Henry—an English Independent.
With the fur-traders to the head of the lakes—
The Northwesters.
Fort William and Grand Portage.
The Fur-traders on the prairies—
Meeting the Indians of the plains.
The buffalo hunters.

In Quest of New Homes:
Raleigh in Virginia.
The Pilgrim Fathers.
The Dutch—New Amsterdam.
Penn—Philadelphia.
The Cossacks in Alaska.

The Lure of the Western Sea:
Alexander Mackenzie—
Down to the Arctic.
Over the mountains and down to the sea.
Story of Simon Fraser.
A great map maker—David Thompson.
Steffanson in "the friendly Arctic."
Meeting the Eskimo.
R.C.M.P. in the Far North.

On the Pacific Coast:
The Spaniards in California.
Drake on the western coast.
Cook and Vancouver.
The California Gold Rush.
Gold on the Fraser River.
The Trail of '98.

NATURAL SCIENCE

INTRODUCTION

1. The course in Natural Science is intended to include a study of the more salient features of plant and animal life, as far as possible in their natural setting—a study strictly elementary in scope yet conducted in a genuinely scientific spirit; some first-hand observation of natural phenomena—the changing weather, the apparent movement of the sun, moon, and stars, the sequence of day and night and the seasons; and such explanation of the principles of physiology and hygiene as may be *necessary* to give meaning and support to the health habits which the school attempts to establish in the lives of its pupils.

The purpose of the course is to initiate the children into the romance and wonder of science, and to enhance their natural desire to get to know the world around them and find an explanation of its phenomena. To observe carefully and dispassionately, to formulate one's observations in words or in other ways, and to make proper inferences from what has been observed, constitute a kind of experience in which all children should share. Although they are not being trained as scientists and not expected to amass an ordered body of scientific information, the children will by observation, experiment, and inference learn much that will help to make richer and more significant their experience as children in a world governed by natural laws.

2. Not the home, nor the school, but the unroofed country is the child's natural laboratory where he finds the things that appeal to his primitive instincts. The birds and insects of the air, the living animals of field and wood, the trees and flowers and shrubs, the water and the earth—these are his raw materials for experience and activity. The sky above, the field and forest, the garden and park, the running stream and the pond, are all alike full of interesting things which will attract and hold the child's eye, arouse his wonder, stimulate his inquiries, and give opportunities for discovery. It is here in the unordered observation of real things and happenings that an abiding interest in natural science may be enkindled, and the foundation laid for future systematic study or the lifelong enjoyment of a worth-while hobby. Care must be taken, however, to develop in the children

a right attitude towards living plants and animals. The gradual disappearance of many species of wild plants and animals may be checked, in part at least, by engendering in the children a sympathetic interest in "all creatures great and small."

3. When the study of plants and animals in their natural habitat is impossible, much can be accomplished by the use of window-boxes, nature-tables, insect cages, wormeries, aquaria, and vivaria. In the construction of these things and in the proper care of the plants and animals in them, the children receive valuable training in handwork and in plant and animal husbandry in addition to the interest engendered and the opportunities afforded for first-hand observation.

4. While the emphasis should be upon living plants and animals, the children may well be introduced to some of the simpler phenomena of inanimate nature. No attempt should be made, however, to develop anything in the nature of a formal study of any particular branch of science. The aim will be not so much to explain phenomena as to awaken the children's interest in them and to develop their powers of accurate observation and description.

5. The children's experiences in science are incomplete if they do not express them in verbal or pictorial form. Drawing, and modelling in suitable material, are useful aids to visualizing form and structure, and the making of note-books and portfolios for science records gives scope for language and handwork activities, as well as giving definiteness and permanence to the experiences in science.

6. Many of the experiences and activities suggested in natural science cannot be successfully carried out through "lessons" at set periods. A minute or two at any time may be required to follow the flight of a butterfly, to listen to the thunder, or to watch the falling snowflakes; an hour or two may be given occasionally to mounting a specimen, or modelling a turtle, or studying the tactics of an army of ants; and a half-day may profitably be spent in arranging a science exhibit or going on a field excursion. This must not be interpreted as meaning that the natural science is to be episodical in character, but that in

addition to providing regular and prearranged activities the teacher should seize every opportunity as it arises in school and out to cultivate the children's interest in science.

7. While it is desirable to give all children an introduction to the various phases of natural science, it is not to be expected or desired that all children will be equally attracted by each phase. Nor should all the children of a class be required to engage in the same activities. Outside of a common core of science experience, the children should be encouraged to follow each his natural bent, to explore his favourite field, and so develop a genuine interest in and perhaps a thorough understanding of some one phase of natural science.

8. It is not intended that any class should engage in all the activities offered for the Grade, nor is any definite number prescribed. The teacher should select those that have a bearing on health and as many others, germane to the interests and needs of his class, as possible.

GRADE I¹

Autumn:

- Naming the flowers in the school garden or from home gardens.
- Making bouquets of flowers from the school or home gardens.
- Naming the trees in the school grounds.
- Telling the class of birds seen gathering to fly South.
- Noticing which birds do not leave us.
- Tracing outlines of coloured leaves and colouring them.
- Examining the winter coats of animals.
- Collecting cocoons of various kinds.
- Making weather calendars showing sunny days with paper suns.
- Keeping a pet at school for a few days.
- Modelling twigs of trees with their Winter buds.

Winter:

- Examining snow flakes with hand lenses.
- Examining the frost on the window pane.

¹See section 8 above.

Keeping a class weather chart for a month.

Finding three common winter birds and learning what they eat.

Feeding our winter bird friends at school and at home.

Making a sand-table winter scene with evergreens, birds, snow, etc.

Finding out what our common animals eat in Winter.

Learning to know the four phases of the moon.

Recording the phases of the moon with silver or yellow paper.

Planting paper white narcissi in water.

Observing the bulbs planted in the Autumn as they grow in the classroom.

Caring for house plants in pots or window boxes in the classroom.

Learning how to keep healthy in Winter.

Caring for goldfish in suitable aquaria in the classroom.

Finding out how goldfish in the aquarium swim and eat.

Observing where the sun rises and sets.

Keeping twigs of fruit trees in water in the classroom.

Spring and Early Summer:

Making a classroom bouquet of pussy-willows and pussy-poplars.

Reporting the return of birds in individual record books.

Keeping a class bird calendar.

Colouring bird pictures for each bird recognized.

Finding out who feeds the baby robins and how.

Looking for (not picking) wild spring flowers.

Arranging a few wild flowers in a bouquet.

Studying the buds of trees as they open out.

Identifying flowers grown from bulbs in gardens.

Keeping eggs of frogs or toads in the classroom.

Watching the development of young tadpoles.

Planting a small flower or vegetable garden at home.

Watching how young plants of beans, peas, etc., start to grow.

Assisting in the care of the school and home gardens.

Looking for a friendly toad around the garden.

Trying to find out where it stays when not feeding.

Keeping a chart of the sunny days.

GRADE II¹**Autumn:**

Naming the flowers in the school garden, or from home gardens.
 Making bouquets of flowers from the school or home gardens.
 Naming the trees in neighbouring parks or fields.
 Tracing the outlines of leaves of maple, oak, elm, beech, etc.
 Modelling seeds of maple, beech, oak, etc.
 Collecting and naming coloured leaves.
 Watching for the first leaves to fall.
 Reporting on animals seen storing food for winter.
 Watching caterpillars spin their cocoons.
 Collecting cocoons of various kinds.
 Keeping a blackboard weather calendar.
 Describing good homes for pets.
 Learning the names of Christmas trees.
 Modelling evergreens or making plasticine lay-outs on paper.

Winter:

Examining snow flakes with hand lenses.
 Watching how ice forms on a pan of water.
 Making individual weather charts for one week.
 Finding out how wind helps people.
 Reading stories of familiar animals that "sleep" in Winter.
 Sketching the homes of some common "Winter sleepers."
 Arranging paper stars to represent the Big Dipper and the North Star.
 Planting paper white narcissi in water.
 Observing the bulbs planted in the Autumn as they grow in the classroom.
 Caring for house plants in pots or window boxes.
 Learning how to keep healthy in winter.
 Talking about some common pets and how to care for them in Winter.
 Discussing the value of the sun in giving warmth.
 Observing how melting snow forms little streams.
 Finding buds on trees and watching for the first signs of their changing.
 Keeping twigs in water in the classroom.

¹See section 8, page 76.

Spring and Early Summer:

- Making a classroom bouquet of pussy-willows and pussy-poplars.
- Reporting in individual record books the return of birds.
- Keeping a class bird calendar.
- Learning to recognize a few bird calls.
- Arranging a few wild flowers in a bouquet.
- Learning to recognize the common wild flowers of the locality.
- Keeping up a blackboard calendar entitled "Signs of Spring."
- Noticing where grass and other plants grow fastest in Spring.
- Learning to know our common Spring flowering shrubs as they bloom.
- Finding out which garden plants bloom first.
- Learning to know fruit trees by their blossoms.
- Watching how earthworms come out at night and withdraw when approached.
- Learning to know the garter snake by its markings.
- Finding out how it gets its food and where it lives.
- Drawing the markings of a garter snake.
- Observing different kinds of clouds.

GRADE III¹**Autumn:**

- Naming the flowers in gardens.
- Making bouquets of garden flowers.
- Looking for seeds and seed-pods formed by the flowers of garden plants.
- Collecting, drying and storing seeds of garden plants.
- Collecting, drying and mounting a few leaves of trees.
- Making bouquets of wild flowers such as asters, golden rod, chicory.
- Finding seeds that fly: dandelion, milkweed, maple.
- Finding seeds that "hitch-hike": burdock, pitch-fork, burr.
- Telling the story of a seed that went on a journey.
- Telling the class of birds seen gathering to fly South.
- Making a sketch of wild geese flying South.
- Pressing coloured leaves dipped in wax; mounting them.
- Making a leaf book.

¹See section 8, page 76.

Noticing whether sunny places have brighter coloured leaves.
Making a collection of coloured pictures of flowers grown from bulbs.
Planting bulbs for Winter bloom and caring for them.
Finding out what animals of the locality "go to sleep" for the Winter.
Collecting and feeding caterpillars.
Watching caterpillars spin their cocoons.
Preparing boxes for cocoons to be placed outside.
Keeping up a blackboard chart "How Nature Gets Ready for Winter."
Explaining how to feed pets.
Noticing how trees get ready for winter.
Sketching the branching of the elm and the maple.
Modelling the bark of such trees as maple, elm, oak.
Collecting bitter-sweet, cat-tails, etc., for indoor bouquets.
Making cardboard cut-outs of evergreens for sand table scenes.

Winter:

Examination of snow flakes with hand lenses.
Making snowflake books—white paper.
Discussing the values of snow and ice.
Making a wind vane to tell the direction of the wind.
Finding out the relation between the wind and the weather.
Feeding Winter birds at school and at home.
Identifying animal tracks in the snow.
Making sketches of animal tracks.
Discovering the Winter homes of animals.
Caring for bulbs planted in the Autumn.
Caring for house plants in pots and window boxes.
Finding out which plants like the sun.
Learning how to keep healthy in Winter.
Finding out what fruits we get from other lands in Winter.
Caring for goldfish in suitable aquaria.
Discovering how fish swim and eat.
Observing the lengthening of the days.
Finding out why snow melts first on southern slopes.
Watching Winter buds as they begin to open.
Observing the liquid in the thermometer.

Spring and Early Summer:

- Making a classroom bouquet of buds.
- Reporting the return of the birds—individual records.
- Keeping a class bird calendar.
- Reporting on observations of birds making nests.
- Making bird houses and shelters.
- Planning and making bird baths.
- Learning to recognize bird calls.
- Organizing an Audubon Club.
- Finding out which wild flowers should not be picked.
- Arranging a few wild flowers in a bouquet.
- Talking about how we may conserve our wild flowers.
- Learning to know the common wild flowers.
- Watching butterflies and moths emerging from cocoons.
- Learning the names of common moths and butterflies.
- Keeping eggs of frogs or toads in the classroom.
- Studying the development of young tadpoles.
- Watching young fruit forming after the blossoms fall.
- Planting a small flower or vegetable garden at home.
- Assisting in the care of the school and home gardens.
- Watching how earthworms come out at night and withdraw when approached.
- Trying to find out how a frog or a toad catches an insect.
- Discussing the value of snakes.
- Finding out which forest trees have flowers easily seen.
- Making a collection of pictures to represent Spring.

GRADE IV¹**Autumn:**

- Identification and removal of weeds on the school grounds.
- A nature study excursion through the school grounds.
- Recognition of common annual flowering plants in the school garden.
- Study of two flowering plants.
- Recognition of common trees and shrubs of the roadside, streets, etc.
- Recognition of four Autumn wild flowers.
- Identification of the common grains of the community by kernel and head.

¹See section 8, page 76.

- Comparison of good and poor samples of grain, without scoring.
- Making a display of common vegetables.
- Recognition of two insect enemies and two insect friends.
- Study of the feeding and locomotion habits of some common insect.
- Finding, identifying and rearing caterpillars found in gardens.
- Study of Nature's need and devices for seed dispersal.
- Identifying fruits suitable for bird food.
- Collecting and identifying various kinds of Autumn fruits.
- Collecting and storing flower seeds, gladioli, dahlias, etc.
- Finding out why birds go South.
- Planting bulbs outside for Spring bloom.
- Planting bulb indoors in soil for Winter bloom.
- Observations of how animals are preparing for Winter.

Winter

- Examination of snow flakes.
- Drawing of snow flakes.
- Discussion of the effects of frost.
- A class bird-feeding project.
- Taking a census of winter birds.
- January blackboard weather calendar.
- Recording the position and time of sunrise and sunset.
- Determining the length of each day for a few days.
- Measuring and recording the length of the mid-day shadow.
- Discussion of the sun as the source of heat.
- Discussion of the sources of heat in our homes.
- Recognizing the kinds of fuel used in our homes.
- Examination of a piece of coal.
- The story of a piece of coal from the mine to the home.
- How wild animals spend the winter.
- Discussion of the winter homes of wild animals.
- Study of animals' methods of conserving body heat.
- The use of wild animals to man and how we should protect them.
- Demonstration of the value of woollens as insulators.
- Discovery of how to wash woollens properly.

Spring and Early Summer

- Making and decorating a bird calendar on the blackboard.
- Discussion of the return of birds from their Winter homes.

Keeping of individual observation records of bird activities.
Practising a few calls of common birds until birds respond.
Setting up a bird bath and a bird feeding-table (crumbs from lunches).

Holding regular meetings of an Audubon Club.
Recording changes of bird activities as the season advances.
Recognition of flowering bulbs in the school and home gardens.

Making a blackboard calendar of common wild flowers.
Starting garden annuals in pots or boxes in the classroom.
Collecting frog's eggs and watching them hatch.
Making a blackboard calendar in May of all garden flowers in bloom.

Studying the life history of the trillium.
Transplanting young seedlings from flats.
Planning a vegetable garden at school or at home.
Planting and caring for a school or home garden.
Planning summer care of the garden.
Transplanting wood ferns to shady corners in the school grounds.
Learning how to care for a lawn.
Recognition of a few garden plants in the seedling stage.

GRADE V¹

Autumn:

Identification and removal of weeds near the school.
Identification of annuals in the school garden.
Study of two flowering plants not previously studied.
Identification of trees and shrubs of the community.
Individual and classroom calendars of Autumn colours of trees.
Study of the habitat and habits of five common weeds not previously studied.
Potting of geraniums, coleus, etc., from the garden for winter bloom.
Making cuttings of geraniums and coleus for the school garden next Spring.
Learning to make up a suitable soil mixture for bulbs and indoor plants.

¹See section 8, page 76.

Study of the cabbage butterfly.

Learning how spiders spin webs and how they catch prey.

Setting up a spider home indoors; finding spider's eggs.

Finding out how the animals are getting ready for Winter.

Gathering fish, snails, a clam, tadpoles, etc., for a classroom aquarium.

Recognition of five common nut-bearing trees.

Learning to recognize plant foes such as Poison Ivy.

Recognition of common bulbs by their colour, shape and size.

Planting of bulbs indoors and outdoors.

Keeping a weather chart for November, noting winds, cloudiness, frosts.

Study of the changes in plants to meet Winter.

Finding out why and how trees get rid of their leaves.

Discovering why evergreens do not need to shed their leaves annually.

Recognition of all common local evergreen trees.

How garden plants should be protected for Winter.

Winter:

Recognition of common trees by their shapes and buds.

Discussion of the value of forests while standing.

Sketching and naming common leafless and evergreen trees.

Keeping twigs of fruit trees and flowering shrubs in water.

Finding cocoons in the bark of apple trees.

Searching for eggs of tent caterpillars on twigs of wild cherry trees.

Observation of how ice forms.

Discussion of the uses of ice to man.

Study of the position of snow drifts.

Study of the moon—its size, distance, motions, and how we see it.

Observation of the moon at successive hours for one evening. A blackboard chart of one month's daily observations of the moon.

Drawing the four phases of the moon from personal observations.

Study of water in relation to health.

Discussion of drinks that are good for children.

Explanation of digestion as a process.

Spring and Early Summer:

- Keeping of individual bird calendars reporting return of birds.
- Keeping a blackboard bird calendar.
- Discussion of the enemies and protection of birds.
- Holding regular meetings of an Audubon Club.
- Making individual and blackboard leaf calendars.
- Finding the flowers of maple, elm, willow, poplar, oak, etc.
- Classifying spring flowers by colour as they bloom.
- Making artistic bouquets of garden flowers, and of a few wild flowers.
- Studying the life history of the dog's tooth violet.
- Planting garden seeds in flats.
- Making a hotbed at the school or home and growing plants in it.
- Studying why the Trillium dies when the flower is picked.
- Making a calendar showing dates of bloom of garden perennials.
- Studying the nesting habits of birds.
- Finding out how to plant and care for three vegetables.
- Recognition and control of two kinds of insects injurious to garden plants.
- Learning how to prune roses and shrubs in the school yard or home.
- Observations of the work of honey bees visiting spring flowers.
- Discussion of the home life of honey bees.
- Discussion or demonstration of the hatching of chicks.
- Discussion and practice of cultivation of gardens.
- Recognition of common flowering shrubs by their size, shape and flowers.
- Planning summer care of the garden.
- Discussion of the relation of sunlight to health of man.

GRADE VI¹**Autumn:**

- Identification and removal of weeds.
- Preparation of the garden for best appearance during Autumn.
- Keeping the classroom constantly supplied with bouquets of named flowers.
- Study of how flowers are fitted to produce seeds.
- Study of how climbing plants of the garden are fitted for their mode of life.

¹See section 8, page 76.

Searching in the garden for plants not previously recognized.
Studying the adaptations of the dandelion, plantain and chickweed for survival.

Study of the house fly in its relation to health.

Observations of the habits of ants (an ant colony in the classroom).

Investigating various methods by which animals store food for Winter.

Identification of some wild fruit trees or vines that birds feed upon.

Study of the codling moth—life habits, injury to apples, control.

Planting bulbs for indoor and outdoor bloom.

Gathering suitable "everlasting" flowers and plant materials for bouquets.

Preparing the garden for Winter.

Making a classroom display of common varieties of fruit, correctly labelled.

Learning how to store fruits and vegetables for Winter.

Discussion of how soil is formed.

Keeping a classroom weather chart for December.

Taking a census of bird's nests in a given area.

Planning a bird-feeding project for the Winter.

Winter:

Making a "snowflake" book (paper models).

Recording the amount of snowfall for January on the blackboard.

Calculating the rainfall equal to a heavy fall of snow.

Discussion of how snow aids plant life in Winter.

Discussion of enemies of trees and of forests.

Study of methods of forest protection.

Reporting on the value of Winter birds.

Protecting and attracting Winter birds about the school by feeding them.

Discussion of how birds are adapted to keep warm in Winter.

Growing bulbs in soil and water in the classroom.

Finding out how a bulb is fitted to bloom so soon after planting.

Recognition of common house plants in the home and classroom.

Demonstration of how to care for house plants in the classroom.

Making diagrams of familiar constellations at 8.00 p.m.
Observations to show that snow melts earlier on south slopes.
Study of breathing.
Discussion of how germs spread.
Explanation of how germs enter the body.
Discussion of the methods of avoiding infection.
Demonstration of the value of pasteurizing milk.

Spring and Early Summer:

Making personal and class bird records.
Erecting bird houses and feeding places, and watering places.
Holding an early morning bird hike.
Forming a Field Naturalists' Club.
Stocking an aquarium with suitable pond life.
Keeping up a class flower calendar of fruit and forest trees.
Making a flower calendar of garden shrubs.
Studying the habits and control of two insects injurious to
trees.
Taking a census of wild flowers.
Finding and destroying nests of tent caterpillars.
Finding out how to recognize fruit trees by their bloom.
Planning a garden design.
Starting the plants for this design indoors.
Planning a border along the side of the school yard.
Planting perennials, trees and shrubs and annual plants in
the border.
Transplanting suitable shrubs or trees from forests to the
school yard.
Studying the life history of the hepatica.
Identification of common butterflies and moths.
Observing the life history of mosquitoes in a pail of ditch
water.
Demonstrating the control of mosquitoes by kerosene.
Maintaining a cold frame at the school or home.
Finding out the names, habits and uses of some common
climbing plants.
Recognition of common vegetable seeds.
Planting of a vegetable garden and caring for it.
Planting some flowering "bulbs" such as dahlias, gladioli, etc.
Arranging for the Summer care of the school garden and
grounds,

ARITHMETIC

INTRODUCTION

1. The course in Arithmetic for the elementary grades is intended to give the child an understanding of the significance of number in the ordinary affairs of life, and to provide him with training in the use of number for his own practical purposes. It includes a knowledge, adequate for the child's immediate needs, of our system of notation and numeration for integral and fractional numbers, a high degree of skill and accuracy in the application of the four fundamental processes to the solution of problems arising from the child's activities and social contacts, and a familiarity with the meaning and use of the units of measure employed in ordinary life.

2. In each phase of the work the child is led through successive grades to a mastery of the required skills, each grade providing in any skill the training appropriate to the child's needs, interests and experiences at that particular stage of his growth. Thus the arrangement of the course is vertical rather than horizontal.

The grade placement of the various topics has been determined by the published results of research in this field and by the experience of competent and thoughtful teachers of arithmetic. The new grade placement of many of the topics and the elimination of others, together with the rigid exclusion of unwieldy numbers and involved problems will greatly reduce the time required to deal adequately with the subject. Apart from its incidental use in the activities of the school, the amount of time required for arithmetic should not exceed twenty to thirty minutes per day.

3. The course of study herein presented has been planned for children of ordinary ability and can probably be covered by them without undue pressure in the time proposed. There are many children, however, for whom enrichment of the course will seem desirable because of their superior abilities and their interest in the subject. For such children it is suggested that the classroom

library contain, whenever possible, supplementary arithmetic books so that a greater variety of arithmetical experience within the grade limit may be provided. If acceleration is contemplated for a child he should be allowed to proceed to the more advanced work of which he is capable.

4. Arithmetic is a sequential subject. Its difficulties are cumulative. A pupil in an early grade who fails to understand some phase of the work becomes more and more confused as he proceeds, unless his difficulties are cleared up. It is therefore necessary to make sure that prerequisite topics and processes are understood before proceeding to new work. Every teacher should have an intimate knowledge of the processes and topics of the previous grades, and should accept the responsibility of seeing that pupils understand what precedes, before new work is undertaken. Pupil weaknesses can be detected by making a detailed analysis of the steps in an operation and testing the pupil in these steps; and by studying the pupil's habits of work and types of errors, to gain insight into the mental processes of the child. When weaknesses are discovered and their nature is determined, explanation of the difficulty should be given, and suitable practice material provided to correct the weaknesses.

5. The teaching of new facts and mechanical processes should be presented in problem situations which require the new combination or process for their solution. These problem situations should be such that their reality is felt by the child, and *not* problems having only adult application. This presentation should aim to create a "felt need" and to give the child a sense of purpose for the learning of the new fact or skill.

6. The best training in arithmetic is probably that which results from solving problems arising out of real situations in the lives of the children. The activities engaged in by the children, in the classroom, on the playing field, and at home, will furnish many genuine problems, and full use should be made of them.

Regular practices, however, in the use of the fundamental processes will be required in order to make them automatic. In arranging such practice work care must be taken to make the periods short and frequent and to use only such computations as the child is likely to need.

7. A large proportion of the practice in arithmetic should be "mental," i.e., done without pen or pencil. For brisk drills in specific habits and for practice in solving a wide variety of problems, mental arithmetic has many advantages over written. Children should be so accustomed to this mental work that in making the calculations required in the activities of the school and the home, they will seldom have recourse to the use of pen or pencil. Even in the more formal work of the arithmetic class they should be encouraged to make easy computations mentally and should not be required to "show all the work."

8. The mistaken idea that accuracy in arithmetic is an outcome of speed has led to an unfortunate emphasis upon "speed tests." This practice is not only bad for the children because of the strain and uneasy sense of certain failure for some, but it is bad for the arithmetic. There is good evidence to show that in speed of computations, as in other mental and physical functions, children differ widely, and to force them into a uniform and an arbitrary rate of accomplishment is not only futile but harmful. It is more in accord with children's growth in other skills and with teachers' experience to expect speed to result from accuracy rather than accuracy from speed.

9. In all written work, attention should be paid to its arrangement. Children should not be trained to make their calculations in slovenly fashion on "scribbling" paper which is thrown away, and then record the results in neat "statements," for inspection. Apart from the moral question involved, such training is inimical to real progress in arithmetic. Clear thinking is essential in arithmetic and the habitual use of an orderly arrangement of written work, whether in a formal "solution" or a series of careful computations makes for clear thinking.

10. It is a matter of prime importance that the child develop desirable attitudes in reference to arithmetic—attitudes of interest, confidence, and accuracy. Interest is secured by relating the problems to the child's own experiences and as far as possible to his own needs. A child is certain to be interested in solving his own problems. Such problems independently solved are the means of establishing a genuine interest in the use of numbers. Confidence grows out of repeated success. The wise teacher so fits the "sums" and problems to the child's capacity that failure is unlikely and unexpected. Long practice in doing successfully small sums and easy problems develops an attitude of confidence. A desirable attitude towards accuracy is developed by avoiding with young children the use of computations in which they almost inevitably make errors, by giving credit only for accurate work, by training children from the first to check their work, and by insisting on neatness and orderliness in all written arithmetic.

11. The order in which the various phases of the work are listed in the Programme does not indicate the order in which they will appear in the classroom. The work as set forth in the authorized text-books, *Junior Arithmetics*, is arranged in an order which has been found economical of time and which is in accord with the available evidence regarding the development of mathematical ability in children.

GRADE I

Informal Experiences with Number:

Arising from classroom situations.

Growing out of enterprises and activities of the class.

Our Number System:

Whole Numbers:

Rational counting to 20.

Rote counting to 100.

Serial counting to 20.

Counting by 10's to 100.

Writing numbers in figures to 10.

Recognition of numbers to 100.

Meaning of ordinals, first to fifth.

Fractions:

Meaning of one-half (no numerical form).

The Fundamental Operations:

Addition and subtraction facts to 10:

Discovered by repeated experience.

Objects to be used, not symbols.

Memorization of facts not required.

Counting objects by 2's to 10.

Grouping objects (10 or fewer) in 2's.

Measurement:

Meaning and use of terms:

Relating to size—

Big, bigger, biggest, short, long, etc.

Relating to position—

Under, over, around, first, last, next, etc.

Relating to form—

Line, point, square, round, straight, etc.

Relating to quantity—

Many, more, most, some, few, etc.

Relating to time—

Morning, afternoon, night, yesterday, etc.

Coins—cent, five cents, ten cents.

(Making change not required.)

Stamps—one cent, two cent, three cent.

Problems:

Oral problems in story form:

Related to experiences of children in the classroom.

Arising from activities and enterprises.

Involving counting.

Involving comparison of size and quantities.

Involving addition and subtraction within the limits of 10

Solved objectively.

GRADE II**Our Number System:**

Whole Numbers:

Counting continued and extended beyond 100.

Counting by 100's to 1,000.

Reading of numbers to 1,000.

Writing of numbers in figures to 100.

Meaning of ordinals to tenth.

Fractions:

Meaning of one-half, one-quarter (no numerical form).

The Fundamental Operations:

Addition and subtraction facts to 10.

Extensions in higher decades of facts to 10.

Single column addition limited to 5 digits.

Addition of two-digit numbers, no carrying:

Limited to three addends.

Subtraction of two-digit numbers, no borrowing or carrying.

Meaning and use of terms:

Add, subtract, sum, difference, answer.

No formal definitions.

Counting objects by 2's and 3's to 20.

Grouping objects (20 or fewer) in 2's and 3's.

Measurement:

Meaning and use of terms relating to size, quantity, etc.

Measuring with the inch, the foot, the pint, the quart:

Relationships discovered by actual experience.

Familiarity with Canadian coins:

Relationships learned by experiences.

Purchasing power of each.

Making change—using known facts.

Meaning and use of "hour," "day," "week."

Telling time to nearest half hour.

Problems:

Based on children's actual experiences.

Involving counting and the reading of numbers.

Oral one-step problems in addition and subtraction.

Written one-step problems:

Formal "solutions" not required.

Training in problem-solving:

Reading the problem.

Noting what is to be found.

Deciding whether to add or to subtract.

Verifying the result.

GRADE III¹**Our Number System:****Whole Numbers:**

Hindu-Arabic numerals to 10,000—

Reading and writing in figures.

Place-value of units, tens, hundreds, thousands.

Roman numerals—

Reading and writing to XII.

Fractions:

Meaning and expression of $1/2$, $1/4$, $1/3$:

Concrete treatment.

The Fundamental Operations:**Addition:**

Diagnosis of individual weaknesses in facts to 10—

Individual corrective teaching where necessary.

Facts of numbers 11 to 18.

Extensions in higher decades.

Single column addition—

Limited to 6 addends.

Addition of two-figure numbers with carrying—

Limited to 4 addends.

Addition of three-figure numbers—

Without gaps—with gaps.

Limited to 3 addends.

Meaning and use of terms—

Addend, column, zero, carry, carrying.

Plus, the sign +.

No formal definitions.

Canadian Money—

Limited to 3 digits.

Checking—

By adding *down*.

Subtraction:

Diagnosis of individual weaknesses in facts to 10—

Individual corrective teaching where necessary

Combinations of numbers 11–18—

Taught in connection with addition facts.

¹See section 11, page 91.

Subtracting two- and three-digit numbers—

Without borrowing or carrying.

With borrowing or carrying.

Careful treatment of zero difficulties.

Meaning and use of terms—

Less, remainder, borrow, borrowing.

Minus, the sign —.

Checking—

By adding remainder and subtrahend.

Multiplication:

Counting by 2's, 3's, 4's, 5's to 50.

The 2, 3, 4 and 5 times tables.

Multiplying two- and three-digit numbers by 2, 3, 4, 5.

Meaning and use of terms—

Multiplication, multiply, times, product.

Sign "×" read as "times" or "multiplied by."

Checking—

By reworking.

Measurement:

Units of length:

Measuring and estimating—

In inches, in feet, in inches and half-inches, in feet and inches.

Meaning of "yard"—

Relation of yards, feet and inches.

Measuring in yards, in yards and feet.

Easy oral reductions in yards and feet.

Meaning of terms—height, depth, thickness, breadth.

Liquid Measure:

Measuring and estimating—

In half-pints, in pints, in quarts, in quarts and pints.

Meaning of "gallon"—

Relationship of pint, quart, gallon.

Easy oral reductions in gallons and quarts, quarts and pints.

Units of time:

Month, minute.

Relationship of minute, hour; hour, day; day, week:
week, month.

No reductions.

Telling time to nearest five-minute division.

Units of money:

Work of Grade II extended to include dollars.

Reading and writing of amounts of money—

In cents (65c. or 65 cents).

In dollars (\$2 or \$2.00).

In dollars and cents (\$3.45).

In cents expressed as dollars (\$.45).

Meaning of terms:

Pair, dozen, half-dozen, score.

Square, rectangle, triangle, semicircle.

Problems:

One-step, oral and written:

Generous practice in oral solution.

Formal "solutions" not required.

Solved mentally when possible.

Training in problem-solving:

Reading the problem.

Determining what is to be found.

Selecting the necessary data.

Deciding whether to add, subtract or multiply.

Verifying the result.

GRADE IV¹

Our Number System:

Whole Numbers:

Hindu-Arabic numerals to 5 digits—

Reading and writing in figures.

Place-value extended to ten-thousands.

Roman numerals—

Reading and writing to XXX.

¹See section 11, page 91.

Fractions:

Meaning and expression of $1/2$, $1/3$, $1/4$, $1/5$, $1/6$, $1/8$.

In relation to an object, a small group, denominative numbers.

The Fundamental Operations:**Addition:**

Diagnosis of individual weaknesses—

In basic addition facts.

In higher decade extensions.

Arranging in columns.

Ability to carry.

Dealing with zero.

Individual remedial treatment.

Single column addition, total not to exceed 100.

Addition of two-digit numbers—

Limited to 5 addends.

Addition of three-digit numbers—

Limited to 4 addends.

Adding Canadian money to \$10.00.

Checking by adding *down*.

Subtraction:

Diagnosis of individual weaknesses—

In basic facts.

Understanding the borrowing or carrying process.

Difficulties with zero.

Subtracting four-digit numbers—

Borrowing or carrying in one column.

In two consecutive columns.

In two columns not consecutive.

In three columns.

Zero difficulties and empty spaces.

Subtracting Canadian money, amounts less than \$10.00.

Checking by adding remainder and subtrahend.

Multiplication:

Diagnosis of individual weaknesses—

2, 3, 4 and 5 times tables.

Carrying,

Individual corrective treatment.

Tables—6 times to 10 times.

Multiplying two- and three-digit numbers—

By single digits to 9.

By 10—short method.

By two-digit multipliers,

Without and with zero difficulties.

Meaning of “multiplier.”

Multiplying Canadian money by one-figure multipliers—

Product not in excess of \$100.

Checking by reworking.

Division:

Meaning of process.

Division facts.

Division of two- and three-digit numbers—

One-digit divisor.

Meaning of terms—

Division, divide, divided by, divisor.

Dividend, quotient, remainder.

Sign \div read as “divided by.”

Quotient

Form: Divisor/Dividend

Dividing dollars and cents—

By one-figure divisor.

Dividend not to exceed \$10.00.

Checking by multiplication.

Measurement:

Measuring and estimating:

Inches, feet, yards.

Pints, quarts, gallons.

Their relationships.

Abbreviations.

Simple reductions involving two consecutive denominations.

Meaning of pound, ounce:

Actual experience in weighing.

Estimating weights—

Checking by weighing.

Articles purchased by the ounce, the pound, for the home.

Reduction of pounds, or pounds and ounces to ounces.

Units of time:

Relationships of seconds, minutes, hours, days, weeks, years.

Organization in table form.

Abbreviations.

Number of days in each month.

Telling time to nearest minute.

Meaning and use of terms—

Leap year, a.m., p.m., noon, midnight.

Reading the thermometer:

Meaning of temperature, degree, freezing point, boiling point, zero.

Canadian money:

Reading and writing in figures of amounts to \$100.

Making change from amounts up to \$5.00.

Simple stories of the origin of our units of measure.

Problems:

Oral one-step problems.

Oral two-step problems when one step is a simple reduction.

Written one- and two-step problems:

Arising out of ordinary child-life situations.

Solved in oral statements.

Formal "solutions" not required.

Calculations performed mentally when possible.

Training in problem-solving:

Reading the problem.

Determining what is to be found.

Selecting or calculating the necessary data.

Deciding on the process.

Verifying the result.

GRADE V¹**Our Number System:****Whole Numbers:**

Hindu-Arabic numerals to 6 digits—

Reading and writing in figures.

Place-value extended to hundred-thousands.

Roman numerals—

Interpretation to C.

¹See section 11, page 91.

Fractions:

Meaning and use of $2/3$, $3/4$, $2/5$, $3/5$, $4/5$, $5/6$, $3/8$,
 $5/8$, $7/8$.

Equivalent fractions up to eighths.

Stories of the growth of our number system.

The Fundamental Operations:

With Whole Numbers.

Addition:

Study of individual weaknesses—

In basic addition facts.

In higher decade extensions.

Arrangement in neat columns.

Ability to carry.

Dealing with zero.

Remedial treatment as required.

Column addition of three- and four-digit numbers—

Limited to 5 addends.

Without gaps, with gaps.

Adding Canadian money.

Checking by adding *down*.

Subtraction:

Study of individual weaknesses—

In basic facts.

In understanding the borrowing or carrying process.

Difficulties with zero.

Subtracting five- and six-digit numbers—

Borrowing or carrying in 4 consecutive columns.

In 3 columns, not consecutive.

Zero difficulties and empty spaces.

Checking by adding remainder and subtrahend.

Multiplication:

Study of individual weaknesses—

In tables.

In carrying.

Difficulties with zero.

Remedial teaching as required.

Multiplying three-digit numbers by three-digit multiplier,

Without and with zero difficulties.

Checking by reworking.

Division:

Study of individual difficulties—

In division facts.

In steps of the process.

With zeros.

Dividing by one digit divisor using long form.

Dividing by two-digit divisors—

Dividend not exceeding five digits.

Checking by multiplication.

With Fractions.

Addition and subtraction of common fractions:

With like denominators.

With one fraction to be changed.

Sum of fractions less than unity.

Sum of fractions unity or greater.

Changing to mixed number.

Finding a fraction of a number (small, commonly used fractions only).

Measurement:

Measuring and estimating, using known units.

The mile in actual experiences:

Relationship of inches, feet, yards, miles—

Organization in table form.

Abbreviations.

The rod, meaning and use:

Relationship to mile, yard—

Use in reductions not required.

The peck, the bushel, meaning and use:

Relationship of pints, quarts, gallons, pecks, bushels—

Organization in table form.

Abbreviations.

The ton, the hundredweight—as items of information:

Relationship of ounces, pounds, hundredweight, tons—

Organization in table form.

Abbreviations.

Reading the thermometer.

Use of units of time.

"Tables" always available for reference in problem work:

Gradually memorized.

Simple stories of origin of our units of measure.

Problems:

Oral and written one- and two-step problems:

Arising out of ordinary life situations.

Logical oral explanations of solution.

Formal "solutions" not required.

Neat, orderly arrangement of written work.

Calculations performed mentally when possible.

Training in problem-solving:

Reading the problem.

Determining what is to be found.

Deciding what data is necessary.

Selecting or calculating the necessary data.

Deciding on the process.

Verifying the result.

GRADE VI¹

Our Number System:

Whole Numbers:

Reading and writing in figures of large numbers—

As required in work of other subjects.

Place-value extended to millions—

Use of commas in marking off large numbers.

Interpretation of Roman Numerals—

As found on corner stones, title pages of books, etc.

Stories of growth of our number system—

Introduction into Europe, supplanting Roman system,
etc.

Common Fractions:

Meaning and use of fractions in common use.

Inches as twelfths of a foot.

Ounces as sixteenths of a pound.

Tenths, hundredths, thousandths.

¹See section 11, page 91.

Decimal Fractions:

Reading and writing of decimals to three places—

A new method of writing known fractions.

Decimal equivalents: $1/2$, $1/4$, $3/4$, $1/5$, $2/5$, $3/5$, $4/5$.

NOTE: A ruler graduated in eighths along one edge and in tenths along the other is recommended.

Meaning of terms—

Decimal point, decimal place.

The Fundamental Operations:**With Whole Numbers:**

Diagnosis of individual weaknesses in the four fundamental operations—

Remedial instruction where necessary.

Practice in addition, subtraction and multiplication—

Examples such as occur in ordinary life.

Unwieldy numbers avoided.

High degree of accuracy required (90%–100%).

Division by three-digit divisors—

Expression of remainder as a quotient in fractional form.

With Common Fractions:**Addition and subtraction—**

Common denominator found by inspection.

Finding fractional parts of a whole number.

Finding what fraction one whole number is of another.

Finding the whole when a fraction of it is known.

With Decimal Fractions:

Addition and subtraction to three places.

Measurement:

Measuring and estimating with known units.

Meaning of square inch, square foot, square yard.

Actual experience in measuring—

Surfaces available in classroom.

Extensive use of cardboard square inch, square foot.

Estimating areas—checking by measuring.

Shortcut to finding area discovered.

Finding area, dimensions in same denomination.

Meaning and use of square rod, acre, square mile—

As items of information—reductions not required.

Relationships between units of area—

Organized as table, added to reference tables.

Available for reference at all times.

Abbreviations.

English money:

As items of information.

Relationship of English coins to Canadian coins—

Organized as table, added to reference tables.

Available for reference.

Abbreviations.

Stories of origin of units of measure.

Problems:

Practical one-, two-, and three-step problems:

Based on real life situations.

Related to children's needs and experiences.

Emphasis on oral solution of problems—

With and without computations.

Written solutions to be orderly and intelligible—

Formal "solutions" not required.

Type "solutions" to be avoided.

Use of problems made or suggested by pupils:

Arising from classroom activities, games, home-life experiences, etc.

Keeping of children's cash accounts:

Showing sums received and spent.

Understanding bills made and receipted by grocer, etc.

Training in problem-solving:

Interpreting the problem.

Determining what data are necessary.

Finding the necessary data—

In the problem as stated.

In previous problems.

In reference tables.

From other sources.

Estimating the reasonableness of the answer.

Verifying the result.

Arithmetical recreations—mental "nuts to crack":

One or two on a side blackboard each week.

Solution to be voluntary.

Explanation on Friday by anyone who can.

MUSIC

INTRODUCTION

1. Music enjoys a long established place in the education of children. It shares with gymnastics in contributing to the development of what Plato¹ called "eurythmia" and valued highly because, though expressed in physical terms, spiritual elements of deep importance were implicated in it and it was likely to run out into many expressions of a man's nature in his work. For the same reason the Hadow Report refers to music as "one of the indispensable elements of the elementary school curriculum."²

Like the other arts, music is an expression of deep-seated instincts in human nature. Its appeal is no doubt fundamentally to the feelings and emotions; but it has its intellectual side also and this is of no small importance. A training which includes rhythmic expression, the correct and pleasing use of the voice in singing, the concerted rendering of music that is in itself worth while, and the appreciation of some of the works of great musicians, can do much for the individual and for society in general.

2. The importance of good music teaching in the early stages cannot be too strongly urged. The facts of daily life do not form a corrective to poor teaching in music, as in some other branches of the curriculum, and unskilled teaching in the early stages may quite easily blunt the musical sense which most children possess, thereby making it much more difficult both for the pupil and the teacher in the later stages. It is generally agreed that if a child in the early stages learns a considerable number of songs of a simple character, he has more chance of developing the musical sense. These songs should be chosen carefully. A song is not necessarily good or even appropriate for children because it is childish. Good clear melody and good poetry are the essentials.

¹"Republic." Book III (Davies and Vaughan's Translation, p. 97.)

²The Primary School, p. 99.

For the development of a sound melodic taste, the use of national and folk songs is strongly recommended. The melodic directness of the songs makes an instant appeal to the child, and forms an instinctive and never-failing criterion in after life. The aim should be to learn a great number of these songs, rather than to practise a few with a view to finished performance, though breadth of treatment, intelligent phrasing, and undisturbed rhythm must be secured. The more simply they are sung the better the effect will be.

3. The educative value of music has often been overlooked in the past. It has sometimes been regarded as a soft relaxation. Its spiritual and mental stimulus has not been adequately appreciated. If taught on sound lines it should react upon the whole work of the school. In no subject is concentration more necessary; in no subject is there so much scope for the disciplined and corporate expression of the emotions; in no subject is there such an opportunity for generous response to be made to the appeal of the teacher.

4. Among the books in the school library should be a few that contain stories about music and music-makers. They should, of course, be small books, written for children and, if possible, illustrated. Lovely legends about music and interesting facts about great composers and musical artists should be familiar to every child. Some of this information will no doubt be given by the teacher, but it is better far that the children should find it for themselves in books, such as "Joyous Stories from Music's Wonderland."

5. An important phase of the music course in every school is learning to listen to good music. As Dr. Bridges has said in what is, perhaps, the most important educational treatise written since Wordsworth's Prelude, "There is nought in all his nurture of more intrinsic need than is the food of Beauty."¹ Of all the various manifestations of beauty in nature and art none is more universal in its appeal and refining in its influence than is music. The school which has a piano, *properly tuned*, and a teacher

¹Bridges: "Testament of Beauty," IV, 643.

musically gifted, can give its pupils an adequate training in listening. Other schools not so fortunate, can give to the children a rich diet of "the food of Beauty" by the use of a good phonograph and suitable recordings. For the guidance of those concerned a carefully selected list of records is provided.¹

6. Teachers who are unable, by defect of nature or of training, to teach music successfully should make some arrangement whereby the children learn at least to sing. In large urban schools the problem is not acute. In isolated one-roomed schools an itinerant music teacher may be employed, who visits each of several schools once or twice a week. The Department of Education has prepared a pamphlet, "Music in Rural Schools," which will be of great assistance to those teachers who do not feel competent to give their pupils the benefits of training in music.

7. In music, as in other forms of expression, the children should have opportunities for creative work and their efforts to create should be appreciated and encouraged. Very young children can improvise rhythmic movement in response to lovely melodies and often exhibit a natural grace and simple symmetry quite as pleasing as the more formal responses learned in class. Young children, too, after a few weeks of voice training, can suggest simple exercises in tone and time which may be just as useful as the regular exercises and certainly more appealing to the children. Indeed as the children progress through the grades many of them will improvise simple melodies, which the discerning teacher will record and use as occasion may offer.

Perhaps the most interesting and practical form of creative work in music is in the making of musical instruments. Even the younger children can make some of the instruments for their rhythm bands and toy orchestras. Older children can, and do, make surprisingly good pipes (soprano, tenor and alto), piccolos,

¹See pages 134-139.

flutes, panpipes, and even violins. Detailed instructions and stimulating suggestions in reference to such enterprises are to be found in "The Pipers' Guild Handbook."

It might be possible for children to entertain their parents by singing songs of which they have composed both words and music, supported by an orchestra playing instruments they themselves have made. Such an enterprise would do much to make a community music conscious.

PROGRAMME OF STUDIES

Grade I

Singing:

Rote songs—at least 40 should be learned:
Elimination of monotones begun.

Rhythmic Response:

Controlled rhythmic movement to music:
Walking, Marching, Stepping.
Running, Skipping, Jumping.
Swaying, Rocking, Gliding.

Free rhythmic movement to music:
Listening to what the music says.
Expression in bodily movements.

Action songs and singing games.
Rhythm Band.
Simple dances.

Learning to Listen:

Songs for children.
Descriptive music.
Voices of the orchestra.
Quiet listening.

GRADE II

Singing:

Rote songs—at least 40 should be learned during the year:

Elimination of monotones completed.

Use of the staff begun in the second term:

Known songs sung with the staff on the blackboard.

Practice on the diatonic scale:

Unison and individual singing of the scale—

Intervals occurring in songs.

Explanation of staff as required for Grade I songs:

Practice in reading simple phrases from staff.

Practice in writing on the staff—

On the blackboard and on books.

New songs taught by *rote*:

The staff on the blackboard—Third term.

Singing from the blackboard easy sight phrases in syllables:

The first note should be given.

Simple explanation of staff notation:

Incidental and informal.

Rhythmic Response:

Controlled rhythmic movement:

Continuation of activities suggested for Grade I.

Free rhythmic movement as suggested for Grade I.

More interesting results expected.

Action songs and singing games.

Rhythm Band.

Simple Dances.

Learning to Listen:

Descriptive music.

Voices of the orchestra.

Quiet listening.

GRADE III

Singing:

Songs—at least 40 should be learned during the year:

Encouragement of individual work.

Use of a song book begun:

Should contain many songs already learned.

First songs “read” from book should be known songs.

New songs still taught by *rote* with the staff on the board.

Practice in use of the staff:

Reading familiar phrases and new phrases.

Writing on the blackboard or work-book staff.

Practice on the diatonic scale:

Intervals as required in songs.

New songs taught from the book—Second term:

Taught by rote—children “reading” as they sing.

“Reading” should be gradual, incidental, inductive and voluntary—no forcing.

Rhythmic Response:

Rhythmic movements as in Grade I.

Rhythm band.

Toy orchestra.

Simple dances.

Learning to Listen:

Descriptive music.

Voices of the orchestra.

Quiet listening.

GRADE IV

Singing:

Songs—at least 30 should be learned during the year:

Sung from the book usually.

Difficult phrases sung from the blackboard.

Frequent use of syllables and time names.

Rounds—occasional use:

Learned by rote—sung softly.

Practice on the staff:

Reading and writing familiar phrases.

Singing at sight new phrases—given the first note.

Writing easy phrases sung to syllables—

Position of *doh* to be given.

Sight singing of songs—second term:

“Reading” still incidental to *singing*—

Position and sound of *doh* to be given.

Meaning of key signature, etc., explained *informally*.

Practice on the diatonic scale:

Intervals as required in songs—

Constant effort to secure light clear tones.

Rhythmic Response:

Singing games.

Easy folk dances.

Listening:

Descriptive music.

Recognition of instruments.

Quiet listening.

GRADE V

Singing:

Songs—at least 30 should be learned during the year:

National songs—folk songs, etc., as needed—

Taught by rote when the notation is too difficult.

Some of the songs should be the minor mode.

Two-part songs—at least 10 should be learned:

Each part taught as a sight song.

Key note or first note to be given by the teacher—

“Reading” as an aid to singing.

Practice on the staff:

Reading and writing short phrases.

Singing at sight new phrases—given first note.

Writing phrases as sung—given position of *doh*.

Technicalities of notation explained as met—

Familiarity with such to be a gradual growth.

Isolated drill on such matters to be avoided.

Practice on scales:

Intervals and tone groups as met in songs.

Introduction of the sharpened fourth when met in song.

Rhythmic Response:

Singing games.

Easy folk dances.

Listening:

- Descriptive music.
 - Recognition of instruments.
 - Quiet listening.
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GRADE VI**Singing:**

Songs—at least 30 should be learned during the year:

- National songs—folk songs, etc., as needed.
- Art songs if feasible.
- Some songs to be in the minor mode.

Two-part songs—at least 20:

- Key note or first note in each part to be given—
- “Reading” as an aid to the singing.
- Three part songs in the third term—optional.

Practice on the staff:

- Singing from the staff at sight—given first note.
- Writing phrases sung by teacher—given position of *doh*.
- Singing and writing of harmonies.
- Terms, signs, etc., explained as met—
Children to become familiar with such things by meeting them and using them.

Practice on scales:

- Intervals and tone groups as required.
- Use of the sharpened fourth and flattened seventh—
These practices should never be random, but always related to the songs being sung.

Rhythmic Response:

- Singing games.
- Easy folk dances.

Listening:

- Descriptive music.
- Recognition of instruments.
- Quiet listening.

ART

INTRODUCTION

1. The term "Art" as used in this curriculum has special reference to those forms of artistic expression frequently designated as "graphic," "plastic" and "industrial" arts. This restricted use of the word is not meant to imply that the principles underlying their school treatment are fundamentally different from those that underlie the arts of language or music. The difference lies rather in the media used, and the distinction is made largely for convenience.

As in language and music, the school curriculum in art should recognize the importance of both appreciation and creation. Appreciation of the beautiful is partly emotional and partly intellectual, and the school should provide experience in and training for both these phases of appreciation. Creation in the realm of art is emotional, intellectual, and physical; since the forms of beauty which the child attempts to create with pencil, brush, or knife have been forefashioned in the mind in response to an emotional experience. For all three phases of such creative effort the curriculum should provide opportunity and training.

The purpose of the experiences and activities in art should, then, be to develop in the children the power to see and enjoy the beautiful in nature and in art, and to cultivate in the children the ability by drawing, modelling, and constructing to express more and more successfully *their own* ideas.

2. Art should not be thought of in terms of one or two "lessons" a week. Drawing, modelling, or constructive work should be a phase of much of the work in English, Social Studies, Health, and Natural Science, as well as being inspired by the life of the child in the home, the school, and the community. The interest of young children in drawing and in making things displays all the characteristics of an instinctive urge, and some part of every day might well be devoted to this form of activity.

3. Technical instruction to increase the child's ability to express his ideas should be given in response to a felt need on the part of a child, and should not be given before there is such need. The child who knows there is "something wrong" with his work is ready to profit by instruction that would be worse than wasted on those who neither need nor desire it.

4. Every effort should be made to encourage the child in his art experiences and activities to select, observe, and record *for himself*, and to avoid reducing him to the position of merely doing what he is told. The sense of beauty and the desire and ability to express it are not likely to be developed by the dictation exercises sometimes called art lessons.

5. The child's spontaneous efforts should always be accepted, and in appraising them the teacher should not be influenced by any preconceived notion as to the type of work children at any given stage should produce. It is, however, astonishing how good are the results achieved by ordinary children when given freedom to express their own ideas in their own way.

6. While it is desirable that children should have experience in all the various forms of art work, it is not to be expected that all will become proficient in any one form or that any will become proficient in all forms. It will probably be found that some children find their best mode of expression in drawing, some in carving, some in modelling, and some in construction. It is by no means necessary that all the children of a class should be working on the same subject or with the same medium at the same time.

7. The creation of beauty by the child is a corollary of his experience of beauty in nature and in art. No opportunity, therefore, should be missed to direct the attention of children to forms of beauty all around them. The landscape, the sunset sky, the clouds, the trees shrubs and vines, the flowers, the birds and butterflies, each may be to the child a thing of beauty. Not

alone in the works of the great Master Artist but in those of His disciples is beauty to be discerned. In paintings and sculpture, in architecture, in lettering, in stained glass windows, in rugs and fabrics, in china and glassware, and in the common things of everyday life, the child may have an experience of beauty that will be reflected in his own attempt to fashion something beautiful.

In attempting to lead children into such experiences the teacher must walk warily. A simple but sincere comment, a gesture of silent admiration, an evident but unspoken enjoyment of the beautiful, may so profoundly affect a child that "a primrose by the river's brim" will thereafter be to him very much more than a yellow primrose.

8. Much may be done to cultivate the children's love of effective colour combination, just proportions, and pleasing arrangement by the silent but powerful influence of the room in which they live. The walls and ceiling should be harmoniously coloured, the furnishing of the room should be properly arranged, illustrative materials and displays of pupils' work should be carefully placed, pictures should be hung with care, and the appearance of the room as a whole definitely though unobtrusively artistic.

"Picture appreciation" requires a knowledge of standards of beauty, of principles of design, colour, and tonal values. For this reason formal "picture study" should not be included in the course for the elementary grades. Pupils in these grades should, however, be brought into contact with the best available reproductions of some of the world's great pictures. These must, however, be chosen on the basis of the appeal of the subject, which should come within the interests and experiences of the children. Good examples of modern pictures should be included. The pictures should be hung so that pupils can examine them with ease and comfort. Pupils might also be encouraged to make collections of pictures which appeal to them, and these should be suitably mounted and preserved.

GRADES I, II, III**Creative Expression:**

Illustrative of the children's own experiences

Suggested by stories, nursery rhymes, etc.

Inspired by work in Social Studies, etc.

Carried out in various media—

Drawing:

Use of soft media—

Coloured chalk.

Crayons.

Charcoal.

Pastels.

Soft Pencils.

Use of large surfaces—

Large sheets of drawing paper.

Remnants of wall-paper.

Wrapping paper.

Newsprint.

Modelling:

Plasticine.

Flour and salt mixture.

Paper pulp.

Clay (Grade III).

Making Three-dimensional Pictures:

Sand table representations.

Peep shows.

Weaving:

Use of coarse materials.

Use of simple frames:

Made by older pupils.

Construction:

Use of paper.

Use of light cardboard.

Technical Instruction:

Related to creative activity.

Given as needed by the child:

Preparation of materials.

Mixing of colours.

Representing objects of different sizes.

Indicating distance of objects by size of drawing.

Use of converging lines for a horizontal plane to distinguish it from a vertical plane.

Use of action lines in figure drawing.

GRADES IV, V, VI

Creative Expression:

Illustrative of the children's own experiences.

Inspired by the work in English, Science, etc.

Expression of the children's own ideas.

Done in various forms:

Drawing:

Use of soft media—

Coloured chalk.

Pastels.

Charcoal.

Soft pencils

Use of large surfaces—

Drawing paper.

Building paper

Wall-paper.

Wrapping paper

Newsprint.

Picture making:

Use of opaque colours—

Tempera, alabastine, calcimine.

Use of clear water colours.

Pen and ink drawings.

Modelling:

Plasticene.

Salt and flour mixture.

Modelling clay

Paper pulp.

Carving:

- In soap.
- In soft woods.

Design:

- Making original designs for decoration

Lino Cutting:

- Book plates, Christmas cards, etc.

Construction:

- Making objects for real purposes.

- Use of paper, cardboard and thin woods.

Lettering:

- Freehand lettering on maps, posters, etc.

Sewing:

- Making articles for children's own use.

- Making simple gifts.

- Making costumes for plays.

Knitting:

- Making useful articles.

- Using large needles.

Weaving:

- Using simple frames or looms:

- May be made by the older pupils.

Technical Instruction:

- Related to an activity in progress.

- Given only in response to a felt need:

- Preparation of materials.

- Mixing of colours.

- Methods of using various media.

- Use of washes.

- Use of a fixative.

- Mounting of finished work.

- Methods of indicating distance—

- Converging lines.

- Relative size.

- Amount of detail.

- Variation in colour intensity.

Experiences leading to an understanding of

Balance, Proportion, Colour Harmony.

ENTERPRISES

1. Enterprises are individual or group activities undertaken by the children for a purpose that appeals to them. Children engaged on an enterprise do not know what "subject" they are studying nor in what "period" according to a "time-table." The enterprise may occupy part of their time for an afternoon, for a week, or for a month, and may involve all types of school experience and activity. For instance, preparation for the performance of a play may involve the writing and practice of the dialogue, the planning and making of costumes, the construction of scenery, the calculation of the cost of materials, the writing of invitations, the learning of songs and dances, the decoration of the classroom. "There is no doubt that at such times what the children learn has a significance and a vitality not often reached in routine 'lessons.' In the planning and carrying out of an enterprise the children may learn in a short time more than they would otherwise learn in the course of a school year."¹

2. While an enterprise is of necessity teacher-inspired it should be regarded by the children as *their* enterprise, and should be planned and executed by them with a minimum of guidance from the teacher. So long as children are trained to do in school only what they are told, growth in initiative must be the result of extra-curricular activities; and so long as children are trained to depend on adult guidance in their work they will not develop the power of grappling with difficulties and overcoming obstacles. If, however, the energies and capacities of the children are released in the service of an enterprise which *they* consider worthwhile, it is astonishing what children can and do accomplish, and satisfying to reflect upon what they have acquired through their enterprise in knowledge, skills, and attitudes.

It should be remembered that the value of an enterprise is in the social attitudes developed, and in the interest and

¹The Primary School, p. 102.

activity stimulated rather than in any results that may be exhibited. The learning is in the doing, not in the thing done. Children, who live in the present and the future, not in the past, usually lose interest in an activity as soon as it is completed. This provides a challenge to the teacher who should be prepared always to suggest new and purposeful activities to follow those in progress, and ready, if need arise, to offer advice and encouragement or to direct the children to sources of information they may require for the proper carrying out of their plans.

It is not intended that the use of enterprises should wholly replace the more familiar method of organizing children's school experiences. It would be extremely difficult by means of enterprises alone to secure for children the necessary amount of training in Arithmetic, Reading, and Writing, and still more difficult to secure a proper sequence. Certain other forms of activity such as Music or Art, while likely to be involved in most enterprises, should frequently be engaged in for their own sake. Children should learn to sing a song simply because the song is delightful, or draw a scene because drawing is such good fun. Then, too, it must be remembered, a change in teaching method should be adopted gradually. It might be wise to begin the use of enterprises, as many teachers have already done, by permitting the children to prepare an historical pageant, a patriotic programme, or an exhibit of some kind once in a term. But it is suggested, subject to the foregoing qualifications, that the work of the elementary grades should be increasingly informed by the principles of the enterprise method.

TYPICAL ENTERPRISES

Grades I, II, III.

Our Story Book Friends—a parade.

A Reading Festival—a programme.

Our Nursery Rhyme Friends—a pantomime.

An A. A. Milne Book—a class book.

We Play House—an exhibit and play.

Children of Other Lands—a pageant.

Land of the Midnight Sun—a play.

We Visit Japan—a Japanese tea-party.

A Harvest Festival—a display and programme.

Grades, IV, V, VI.

Our Pond—a natural science exhibit
We Go Travelling—an exhibit of models.
Do You Believe in Fairies—an operetta.
A Spring Pageant—a programme of dances, etc.
A School Bazaar—an exhibit and sale of work.
Canadian Coat of Arms—an exhibit and lecture.
A Good Health Club—an open meeting.
How Christmas Came to Canterbury—a play.
In Search of the Western Sea—an animated map.
A Pageant of Progress—a group of murals.
Water and Life—an exhibit.
Heroes of Discovery—a frieze.
Here Comes Summer—an outdoor fête.
The Classroom Newspaper—a weekly or fortnightly issue.

LIST OF BOOKS¹

GENERAL

Psychology:

- Myers: Toward Mental Health in School. University of Toronto Press.—1.50.
Pressey: Psychology and the New Education. Clarke, Irwin.—2.50.
Hughes and Hughes: Learning and Teaching. Longmans.—2.25.

Curriculum:

- Board of Education: The Primary School. H. M. Stationery Office (Dawson).—.65.
Norton & Norton: The Foundations of Curriculum Building. Ginn.—3.00.
Kilpatrick: Remaking the Curriculum. Clarke, Irwin.—.90.

Teaching:

- Board of Education: Handbook of Suggestions for Teachers. H. M. Stationery Office (Dawson).—.65.
Russell: The Child and His Pencil. Nelson.—1.00.
Murray & Bathurst: Creative Ways for Children's Programs. Gage.—2.40.
Boyce: Infant School Activities. Copp Clark.—1.95.
Simon: Preface to Teaching. Clarke, Irwin.—1.50.
Mossman: The Activity Concept. Macmillan.—1.50.
Stothers: Classroom Records. Gage.—1.00.
Mead and Orth: The Transitional Public School. Macmillan.—2.25.

Periodicals:

- Pictorial Education. Moyer.—3.50.
The School (Elementary Edition), Ontario College of Education, Toronto.—1.50.
Good Health. The Watchman Press, Oshawa.—1.50.
Canadian Red Cross Junior. Canadian Red Cross, Toronto.—.50.
Canadian Nature. Whittemore Publishing Co.—2.00.

HEALTH

Health Readers—Grades I, II, III:

- Towse et al: Health Stories I, II, III. Gage.—.64, .72, .80.
Andress et al: Safe and Healthy Living, Series I, II, III. Ginn.—.65, .75, .80.
Phair et al: The Joy Family. Copp Clark.—.55.

¹The books listed herein have been selected by a committee of teachers and librarians from among a large number submitted by various publishing houses. The lists are arranged in the order of preference, context, format and price having been taken into consideration. It is hoped that school boards, in purchasing books for their schools, may find these lists a useful guide. It is to be understood, however, that school boards are free to purchase books not listed if recommended by the teacher or inspector.

- Buckley et al: The Road to Safety, A, B, C. Gage.—.20, .56, .64.
 Roberts: Safety Town Stories. Ryerson.—.75.
 Charters et al: Health and Growth Series, I, II, III. Macmillan.—.64 each.
 Whaley: A Holiday with Betty and Jack. Doubleday.—.76.

Health Readers—Grades IV, V, VI:

- Andress et al: Safe and Healthy Living, Series IV, V, VI. Ginn.—.80, .80, .85.
 Buckley et al: The Road to Safety, D. E. F. Gage.—.72, .72, .76.
 Wood et al: Adventures in Living, I, II, III. Nelson.—.65, .65, .80.
 Phair et al: Health-Happiness-Success Series, IV, V, VI. Ryerson.—.75 each.

Books for the Teacher—Health:

- Department of Education: Handbook on Health. Ryerson.—.75.
 Board of Education: Handbook of Suggestions on Health Education.
 His Majesty's Stationery Office, London (Dawson).—.35.
 Grout: Handbook of Health Education. Doubleday, Doran.—2.00.
 Department of Agriculture, Ottawa: Noon Lunch Bulletin.

Books for the Teacher—Physical Activities:

- Bartlett: A Course in Junior Athletics. Clarke, Irwin.—1.00.
 Syllabus of Physical Training for Schools. His Majesty's Stationery
 Office, London. Copp Clark.—.55.
 Neilson and Van Hagen: Physical Education for Elementary Schools.
 Barnes.—Geo. M. Hendry Co., Limited.—2.00.
 Brandreth: The Canadian Book of Games. Ryerson.—1.50.
 Salinger: Keep Fit Singing Games. Dent.—.85.
 Bancroft: Games. Macmillan.—3.00.
 Kirk: Rhythmic Games and Dances. Longmans.—1.10.

ENGLISH

Pre-Primers:

- / Pathways to Reading: Baby, Sally and Joe. Gage-Nelson.—.20.
- / Elson Basic Pre-Primer: More Dick and Jane Stories. Gage-Nelson.—.16, .20.
- / Alice and Jerry Books: Rides and Slides; Here and There. Copp Clark.—.24 each.
- / The New Work-Play Books: Beginning Days, Off We Go, Now We Go Again, The Surprise Box. Macmillan.—.20 each.
- / Child Development Readers: Everyday Doings; Who Knows. Renouf.—.28 each.
- Children's Bookshelf: Come With Me; Let's Play. Ginn.—.20.
- Children's Own Readers: Frolic and Do-Funny. Ginn.—.20.
- Companion Series: Playing with Pets. Ginn.—.20.
- Guidance in Reading: Nip and Tuck, Nip and Tuck at Play. Ryerson.—.25, .30.
- Happy Road to Reading: Little Friends. Gage.—.20.
- Ayer: All Day Long. Nelson.—.28.
- Winston Readers: Tots and Toys. Winston.—.20.

Animal Friends Series: We Are Seven. Clarke, Irwin.—.25.
 Our Little Reader. Gage.—Paper .25, Cloth .40.
 Pat and Patsy. Dent.—Paper .15, Cloth, .25.

Primers:

Pathways to Reading: Home and Round About. Gage-Nelson.—.40.
 Elson Basic Primer. Gage-Nelson.—.60.
 Alice and Jerry Books: Day In and Day Out. Copp Clark.—.72.
 The New Work-Play Books: Jim and Judy. Macmillan.—.75.
 Child Development Readers: Everyday Fun. Renouf.—.60.
 Good Companion Books: Nick and Dick. Macmillan.—.60.
 Guidance in Reading: Bob and Judy. Ryerson.—.70.
 Canadian Children's Own Readers: Friends. Ginn.—.55.
 Children's Bookshelf: Play Days; A Book of Fun. Ginn.—.70, .80.
 Do and Learn: Boys and Girls at School. Gage.—.44.
 Happy Road to Reading: Little Friends at School. Gage.—.65.
 Treasury Readers: Jerry and Jane. Ryerson.—.40.
 Lost and Found. Nelson.—.84
 Read Another Story. Renouf.—.76.
 Our Book World: Playing Days. Longmans.—.64.
 Boyle: A Mary, John and Peter Workbook. Dent.—.28.
 Griffin: Primary Workbook for Mary, John and Peter. Gage.—.25.

Grade I Readers:

Pathways to Reading: The Open Door. Gage-Nelson.—.50.
 Elson Basic: Book One. Gage-Nelson.—.64.
 Alice and Jerry Books: Round About. Copp Clark.—.84.
 New Work-Play Books: Down our Street. Macmillan.—.85.
 Child Development Readers: Everyday Friends. Renouf.—.64.
 Children's Bookshelf: Playing Together. Ginn.—.75.
 Canadian Children's Own Readers: Book One. Ginn.—.60.
 Good Companions: Our Pets. Clarke, Irwin.—.70.
 Fun with Nick and Dick. Macmillan.—.68.
 Guidance in Reading: Good Times Together. Ryerson.—.75.
 Happy Road to Reading: Busy Days with Little Friends. Gage.—.70.
 New Winston: First Reader. Winston.—.60.
 Treasury Readers: Book One. Ryerson-Macmillan.—.45.
 The Wonder-Story Books: I Know a Story. Copp Clarke.—.84.
 Reading for Enjoyment, Book One. Clarke, Irwin.—.70.
 Our Book World: Doing Days. Longmans.—.68.

Grade II Readers:

Pathways to Reading: Story Land. Gage-Nelson.—.50.
 Elson Basic Readers: Book II. Gage-Nelson.—.72.
 Guidance in Reading: Friends About Us. Ryerson.—.90.
 Children's Bookshelf: Munching Peter. Ginn.—.80.
 New Work-Play Books: We Grow Up. Macmillan.—.90.
 Reading for Enjoyment, Book II. Clarke, Irwin.—.90.
 The Wonder Story Books: It Happened One Day. Copp Clark.—.92.
 Alice and Jerry Books: Down the River Road. Copp Clark.—.72.
 Canadian Children's Own Readers: Book II. Ginn.—.65.
 Good Companion Books: The Story Book of Nick and Dick. Macmillan.—.80.
 Happy Road to Reading: Outdoors and In. Gage.—.80.
 New English Readers: Around and About. Clarke, Irwin.—.45.
 Treasury Readers. Book II. Ryerson.—.50.

Romance of Reading: Fairy Fun. Clarke, Irwin.—.40.
 Reading for Action: Another Story Please. Nelson.—.55.
 Child Activity Reader: We Look Around Us. Copp Clark.—.75.

Grade III Readers:

Boyle: The Twins in Bookland. Copp Clark.—.60.
 Elson Basic: Grade III. Gage.—.80.
 Good Companion Books: Caravan of Nick and Dick. Macmillan.—.88.
 Alice and Jerry Books: If I Were Going. Copp Clark.—.96.
 New Work-Play Books: Wide Wings. Macmillan.—1.00.
 Reading for Enjoyment, Book III. Clarke, Irwin.—.90.
 The Wonder Story Books: After the Sun Sets. Copp Clark.—.96.
 Reading for Action: A Book for a Nook. Nelson.—.60.
 Milne: Winnie the Pooh; The House at Pooh Corner. McClelland and Stewart.—1.25 each.
 Canadian Children's Own Readers: Book III. Ginn.—.70.
 Garden of Literature: Second Book. Collins.—.45.
 Happy Road to Reading: Now and Long Ago. Gage.—.80.
 Guidance in Reading : Neighbours and Helpers. Ryerson.—.95.
 New England Readers: Once Upon a Time. Clarke, Irwin.—.50.
 Romance of Reading: Merry Moments. Clarke, Irwin.—.50.
 Treasury Readers: Book III. Ryerson-Macmillan.—.55.
 Far Horizons: The King's Wish. Dent.—.78.
 The Great Idea and Other Stories. Ginn.—.90.

Grade IV Readers:

Highroads to Reading: Book IV. Gage-Nelson.—.50.
 Reading for Action: The Ever-Ever Land. Nelson.—.65.
 Romance of Reading: Happy Hours. Clarke, Irwin.—.55.
 Guidance in Reading: Then and Now. Ryerson.—1.00.
 Treasury Readers: Book IV. Ryerson-Macmillan.—.60.
 Hahn: Exploring New Fields. Renouf.—.92.
 Work-Play Books: Magic Hours. Macmillan.—.88.
 The Elephant's Friend and Other Stories. Ginn.—.90.
 Garden of Literature: Third Book. Collins.—.45.
 Reading for Enjoyment: Book IV. Clarke, Irwin.—1.00.
 Far Horizons: Enchanted Paths. Dent.—.78.

Grade V Readers:

Highroads to Reading: Book V. Gage-Nelson.—.55.
 Work-Play Books: Pleasant Lands. Macmillan.—.96.
 Reading for Action: Talk of Many Things. Nelson.—.70.
 Garden of Literature: Fourth Book. Collins.—.50.
 Child Development Readers: Tales and Travel. Renouf.—.95.
 Guidance in Reading: Widening Trails. Ryerson.—1.05.
 Reading for Enjoyment: Book V. Clarke, Irwin.—1.00.
 Adventures in Reading: Crock of Gold. Macmillan.—.75.
 Far Horizons: Ships of Araby. Dent.—.86.

Grade VI Readers:

Highroads to Reading: Book VI. Gage-Nelson.—.60.
 Child Development Readers: Highways and Byways. Renouf.—1.00.
 Best Short Stories for Boys and Girls: First, Second and Third Collections, each, 1.00; Fourth Collection, 1.20. Gage.

Real Life Stories: Heroic Deeds, Open Spaces. Macmillan.—.92, .88.
 Guidance in Reading: Roads of Progress. Ryerson.—1.10.
 Barbour: Old English Tales Retold. Macmillan.—1.12.
 Power: Stories from Everywhere. Dent.—1.50.
 Kipling: Animal Stories. Macmillan.—2.00.
 Reading for Action: Samples. Nelson.—.75.
 Work-Play Books: Golden Leaves. Macmillan.—.96.
 Adventures in Reading: Cargoes and Cruises. Macmillan.—.75.
 Far Horizons: Hearts High. Dent.—.86.

Poetry Books—Grades I, II, III:

Told Under the Green Umbrella. Macmillan.—2.25.
 Fyleman: Here We Come A-Piping, Books I and II. McClelland & Stewart.—.75 each.
 Milne: When We Were Very Young; Now We Are Six. McClelland and Stewart.—1.25 each.
 Bradshaw: Poetry for Every Month. Gage.—.25.
 Crossland: Stardust and Silver. Collins.—.40.
 Glover: The Verse Time Book (Pink, White, Red, Green). Moyer.—.25 each.
 Wilson: Ring-a-Ring; Echoes; Poets Calling. Nelson.—.20, .25, .30.
 Moore: Poems of To-day, Book I. McLeod.—.35.

Poetry Books, Grades IV, V, VI:

De La Mare: Peacock Pie. Macmillan.—1.50.
 One Hundred Best Poems for Boys and Girls. Copp Clark.—.20.
 Hufford and Carlisle: My Poetry Book. Winston.—2.50.
 Untermyer: This Singing World. McLeod.—3.50.
 Crossland: Narrative Poetry. Ryerson.—.40.
 Glover: The Verse Time Book (Blue, Yellow, Violet, Orange). Moyer.—.25 each.
 Thompson: Silver Pennies. Macmillan.—1.00.
 Wilson: Words with Wings. Nelson.—.35.

Dictionaries—Pupils:

Dictionary for Canadian Schools. Winston.—.68.
 Highroads Dictionary. Nelson.—.50.
 Thorndike Junior Century Dictionary. Gage.—1.32.
 A Picture Dictionary for Children. McLeod.—.65.

Dictionaries—Teachers:

Annandale: Large Type Concise English Dictionary. Ryerson.—2.25.
 Fowler: Concise Oxford Dictionary. Clarke, Irwin.—2.25.

Books for the Teacher—Reading—Grades I, II, III:

Harrison: Reading Readiness. Renouf.—1.25.
 Baker and Leland: In Behalf of Non-Readers. Ryerson.—.60.
 Betts: Prevention and Correction of Reading Difficulties. Gage.—2.00.
 Gray and Liek: Teachers' Guide Books for the Elson-Gray Basic Readers.
 Gage.—.20 each.
 Storm and Smith: Reading Activities in the Primary Grades (Revised).
 Ginn.—2.20.

Books for the Teacher—Reading IV, V, VI:

- Russell: The Child and His Pencil. Nelson.—1.00.
 Russell et al: Reading Aids Through the Grades, Bureau of Publications, Teachers' College.—.75.
 Swann: Trippingly on the Tongue. Copp Clark.—.20.
 Newton: Unit Plan for Choral Reading. Copp Clark.—1.75.
 Bennett: Adventures in Words, I, II, III, IV. Clarke, Irwin.—.18, .20, .20, .25.

Books for the Teacher—Language I, II, III:

- Hatfield et al: English Activities, Lower Grades. Gage.—.84.
 Bardwell et al: Elementary English in Action, Grade III. Copp Clark.—.64.
 Polkinghorne: Language and Speech Training Stories. Clarke, Irwin.—1.25.
 Steel and Mustard: The King's English, Books I and II. Copp Clark.—.30 each.
 Trabue and Goodrich: To-day's English, III. Clarke, Irwin.—.75.
 Steele: Reading Aright, Books I and II. Copp Clark.
 Polkinghorne: English of Your Daily Life, Books I and II. Longmans.
 Houghton: Language Games. Macmillan.—.75.
 Quance: Canadian Speller Teacher's Manual. Gage.—.50.

Books for the Teacher—Language—Grades IV, V, VI:

- Hatfield et al: English Activities, Middle Grade. Gage.—.88.
 Dickie: The Junior Language Book, A, B and C. Gage.—.40 each.
 Trabue and Goodrich: To-day's English, IV, V, VI. Clarke, Irwin.—.75 each.
 Bardwell et al: Elementary English in Action, Grades IV, V, VI. Copp Clark.—.68 each.
 Steel: Reading Aright (III, IV, V). Copp Clark.—.55.
 Steel and Mustard: The King's English, Books III and IV. Copp Clark.—.30 each.
 Quance: Teacher's Manual, The Canadian Speller. Gage.—.50.
 Drury: Verse Composition for Children. Clarke, Irwin.—.75.
 Storey: The Way to Good Speech. Nelson.—.75.

Writing:

- Conard and Stothers: How to Teach Print Writing (Primary Grades). Teacher's Guide. Gage.—.40.
 Savage: Manuscript Writing Made Easy, Books One, Two and Teacher's Manual. Copp Clark.—.15 each.
 Griffiths: Manuscript Writing. Moyer.—.45.
 Conard Print Writing Standards, Pencil Forms, Pen Forms. Gage.—.25 each.

SOCIAL STUDIES**Home and Family:**

- Hanna: Peter's Family. Gage.—.60.
 Smith: Tom's Trip; At Home and Away. Gage.—.20, .60.
 Pease: Clothes, Food, Houses, Heat and Light. Nelson.—.25 each.

- Ringer: Citizenship Readers—A Happy Day, Home. Lippincott.—.56 and .36.
- Schenk: Happy Times with Jack and Jane Series. Ryerson.—Nos. 1-3, .30; No. 4, .35.
- Lincoln School: Picture Script Series. Copp Clark.—.15 each.
- Hardy, Hecox: Good Companions, Helpers. Clarke, Irwin.—.70.
- Carter: Character Building Series. Macmillan.—2.50.

Town and Country:

- Hanna: Susan's Neighbors, David's Friends at School. Gage.—.84, .72.
- Hanna et al: Centreville. Gage.—.92
- Perkins: The Farm Twins. Renouf.—1.00. each.
- Beatty: Story Pictures Series. Ryerson—.80 each.
- Smith: In City and Country, .65; Round About You, .75. Gage.
- Unit Activity Pamphlets (50 titles). Gage.—.15 each.
- Hardy, Hecox: Good Companions, Comrades, Neighbors. Clarke, Irwin.—.80, .90.
- Smith et al: The World Around Us. Gage.—.80.
- Oleson: Shadybrook Farm. Gage.—.35.
- Miller: To Market We Go, Dean and Don at the Dairy, Jimmy the Groceryman. Renouf.—.68 each.

Children of Other Lands:

- Stothers and Rupert: Little Journeys Abroad. Ryerson.—.60.
- Wilson: Ways of Living in Many Lands. Gage.—1.16.
- Alice and Jerry Books: If I Were Going. Copp Clark—.96.
- Hahn: Neighbours Near and Far. Renouf.—.80.
- Journeys by Land and Sea. Gage.—.50.
- Hardingham: Over Land and Sea, Round the Globe. Nelson.—.60 each.
- Johnson: Jean and Jerry's Vacation. Gage.—.72.
- Hedrick and Van Noy: Kites and Kimonos. Macmillan.—.84.
- Potter: The Wooden Bear. Copp Clark.—.15.
- Perdue: Child Life in Other Lands. Clarke, Irwin.—.90.
- Perkins: Twin Series (Dutch, Italian, Japanese, Chinese, Mexican). Renouf.—1.00 each.
- Carpenter: Our Little Friends Series (China, Norway, Holland). Gage.—.80 each.
- Dainty Tales of Other Lands. Collins.—.18 each.
- Eldridge: Yen-Foh. McLeod.—1.00.
- Flack: The Story about Ping. Macmillan.—1.10.
- Deming: The Indians in Winter Camp. Clarke, Irwin.—.85.
- Brandeis: Swiss Wood Carver, The Little Mexican Donkey Boy. McLeod.—.65 each.

Contemporary Primitive Children:

- Hanna et al: Without Machinery. Gage.—.92.
- Rugg and Krueger: Nature Peoples (Bushman, Ona Indian, Eskimo, Papuan, Baganda, Tibetan, Arab). Ginn.—.90.
- Eskridge: Uni, The Hawaiian Boy. Winston.—2.00.
- Sperry: One Day with Jambi in Sumatra; One Day with Manu (Coral Island); One Day with Tuktu, an Eskimo Boy. Winston.—2.00 each.
- Fraser: Life in Early Days. Copp Clark.—.65.
- Leigh: On Top of the World. Musson.—.65.
- Carpenter: Our Little Friends of the Arabian Desert; Our Little Friends of Eskimo Land. Gage.—.80 each.

- Waddell and Perry: Long Ago (American Indian). Macmillan.—.50.
 Deming: Red People of the Wooded Country. Clarke, Irwin.—1.00.
 Hobbs: The Little Kaffir and A Small Piccaninny; Goro, the Yellow Boy of Japan, and Chang, the Yellow Boy of China; Zara, the Brown Girl of Ceylon, and Ali, the Boy Who Lived in a Tent; Red Feathers and Goonack, the Little Eskimo Girl. Pitman.—.15 each.

Stories of the Beginning of Social Living:

- Barker et al: The Story of Earliest Times. Gage.—1.00.
 Walsh and Stumpf: Our World has Changed. Ryerson.—.65.
 McGuire: Glimpses into the Long Ago. Macmillan.—.96.
 Wilson et al: Where Our Ways of Living Come From. Gage.—1.28.
 West: In the Wilderness. Macmillan.—.15.
 Wedgewood et al: Founders of Cities. Longmans.—.50.
 Firth: Children of Athens, London and Rome; From Romans to Normans. Ginn.—.45, .55.
 Searle: In the Far-Off Days. Macmillan.—.55.
 Wells: How the Present Came From the Past, I, II. Macmillan.—.88, 1.00.
 Power: The Kingsway Histories for Juniors, Book One—From Early Days to Norman Times. Dent.—.75.
 Nida: Inventions and Discoveries of Ancient Times; Taming the Animals; Dan-Hur and the First Farmers. Clarke, Irwin.—1.00; .95; 1.00.
 The Children's Book of Norse Tales. Clarke, Irwin.—.45.
 Davies : Children of the Dawn; People of Early Times. Clarke, Irwin. —.65, .75.

Bible Stories:

- Petersham: Joseph, Ruth, Moses, David. Winston.—.90 each.
 Moore: First Bible Stories. Nelson.—.75.
 McArdle: Stories of Long Ago. Nelson.—.75.
 Smither: Jesus and the Children. Nelson.—.75.
 Hurlbut: Bible Stories Everyone Should Know. Winston.—.96.
 Nairne: Little Children's Bible. Macmillan.—1.10.
 Wilson: Through the Bible (Teacher's Book). Collins.—2.00.

Discovery and Exploration:

- Brown and Blanchard: New Worlds for Old. Ryerson.—.70.
 Bagley: To Far Cathay; Marco Polo. Nelson.—.50.
 Boog et al: Beyond the Sunset; West of the Moon. Clarke, Irwin.—.60, .75.
 McGuire: Brave Young Land, Parts I and II. Macmillan.—1.08.
 Lynch: Henry the Navigator. Nelson.—.50.
 Ford: Story of Francis Drake. Clarke, Irwin.
 Kent: He Went with Marco Polo; He Went with Vasco da Gama. Renouf.—2.00 each.
 Keltie and Gilmour: Adventures of Exploration, I, II, III, IV, V. Moyer.
 Wilson: The Story of Cortes. Nelson.—.45.
 Stefansson and Schwartz: Northward Ho! Macmillan.—.88.
 Stephen: Class Room Plays from Canadian History. Dent.—.45.
 Gilbert: The Conquerors of Peru; The Conquerors of Mexico. Clarke, Irwin.—1.25 each.

Exploration in North America:

- Stothers and Armitage: West by South. Ryerson.—.75.
 Guillet: Pathfinders of North America. Macmillan.—1.25.
 Moore and McEwen: Picture History of Canada. Nelson.—1.50.
 French: Famous Canadian Stories. McClelland and Stewart.—1.29.
 Dickie: The Long Trail; The Boys and Girls Round the World. Dent.—.60, 1.00.
 Miller: The World's Great Adventure. Winston.—1.00.
 Parker-Harris: Exploring New Fields. Renouf.—.92.
 Barnard and Tall: How the Old World Found the New. Ginn.—.90.

Town and Country—Teacher:

- McConnel: Living in Country and City. Gage.—.95.
 Smith: Home Folks. Winston.—1.16.
 Howard: How We Get Our Food. McLeod.—.88.
 Informative Classroom Picture Series—the Farm. Moyer.—2.00.

Children of Other Lands—Teacher:

- Stuart: The Book of Other Lands. Clarke, Irwin.—2.25.
 Atwood and Thomas: Home Life in Far Away Lands. Ginn.
 Informative Classroom Picture Series—Indian Life; Christmas in Many Lands. Moyer.—2.00 each.
 Olcott : The World's Children (Norway, Holland, Sweden, Switzerland) Gage.—.95 each.

The Dawn of History—Teacher:

- Baikie: The Ancient East and Its Story. Nelson.—2.50.
 Hartman: The World We Live In and How It came To Be. Macmillan.—2.00.
 McGuire: Glimpses into the Long Ago. Macmillan.—.96.
 Barker et al: The Story of Earliest Times. Gage.—1.00.
 Van Loon: The Story of Mankind. Doubleday, Doran.—1.29.
 Dopp: The Tree Dwellers; The Early Cave-Men; The Later Cave-Men; The Early Sea People; The Early Herdsmen; The Early Farmers. Gage.—.85, .90, .90, 1.00, 1.00, 1.00.
 Kummer: The First Days of History; The First Days of Man. Doubleday, Doran.—2.22, 2.00.
 Coffman: Child's Story of the Human Race. Dodd Mead.—2.25.
 Informative Classroom Picture Series: Early Civilization; Knighthood. Moyer.—2.00 each.

Discovery and Exploration—Teacher:

- Synge: A Book of Discovery. Nelson.—2.50.
 Cottler & Jaffe: Map Makers. Ryerson.—.95.
 Brendon: Great Navigators and Discoverers. Clarke, Irwin.—.90.
 Bridges: The Book of Discovery. Clarke, Irwin.—.75.
 Evans: South with Scott. Collins.—.45.
 Kent: He Went with Marco Polo; He Went with Vasco da Gama. Renouf.— 2.00 each.
 Archer: Stories of Exploration and Discovery. Macmillan.—.90.
 Parkman: Pioneers of France in the New World; La Salle and the Discovery of the Great West. McClelland and Stewart.—3.50 each.
 Burpee: How Canada Was Revealed.

- Yates: The Story of Vasco da Gama; Captain Cook's Voyages; the Story of Magellan. Dent.—.30 each.
 Lynch: Christopher Columbus. Nelson.—.50.
 Golding: The Story of David Livingstone. Nelson.—.45.
 Karr: Explorers, Soldiers, Statesmen. Dent.—.60.

Atlases:

- Social Studies Atlas. Gage.—.30.
 Canadian School Atlas. Dent.—.60.

NATURAL SCIENCE**Science Readers—Grades I, II, III:**

- Beauchamp et al: Science Stories, I, II, III. Gage.—.64, .72, .80.
 Frasier, et al: The Scientific Living Series, I, II, III. Dent.—.30, .60, .84.
 Craig et al: Pathways in Science, I, II, III. Ginn.—.75, .80, 80.
 Moore and McKone: Nature Activity Readers, I, II, III. Ryerson.—.70; .75; .85.
 Park: Pets are Fun. Renouf.—.68.

Science Readers—Grades IV, V, VI:

- Beauchamp et al: Discovering Our World, Books I, II and III. Gage.—.88, .96, .96.
 Huntington: Let's Go Outdoors. Doubleday, Doran.—2.00.
 Malkin: A Story Book of Nature, Cycles A, B, C. Gage.—.65 each.
 Frasier et al: The Scientific Living Series, IV, V, VI. Dent.—.98, 1.20, 1.20.
 Craig et al: Pathways in Science, IV, V, VI. Ginn.—.80, .85, .85.
 Petersham: The Story Books of Wheat, Transportation, Houses, Wheels, Food, Clothes, Ships, Coal, Aircraft, Trains, Oil, Corn, Rice, Sugar, Gold, Iron. Winston.—.60 each.

Animal Books—Grades IV, V, VI:

- Gall and Crew: Flat Tail; Ringtail; Wagtail; The Little Black Ant. Clarke, Irwin.—1.00, 1.50, 1.50, 1.00.
 Wright and Woodruff: Hugo the Horse. McLeod.—.65.
 King: Peter and the Frog's Eye. McLeod.—1.29.
 Cowering: Real Girls and Boys Go Birding. Lippincott.—2.00.
 Salten: Perri. The Story of a Squirrel. McLelland and Stewart.—2.00.
 Salten: Bambi. Clarke, Irwin.—1.00.
 Bowen: Mr. Quill's Animal Shop. Nelson.—.75.
 Bronson: The Wonder World of Ants. McLeod.—1.75.
 Powers: The World of Insects. Moyer.—1.00.
 Masters: The Pet Club. Copp Clark.—.92.
 Maeterlinck: The Children's Life of the Bee. Nelson.—1.75.
 Cory: Wild Life Ways. Clarke, Irwin.—1.25.
 Marsh: With the Birds. Dent.—.75.

Science Books for the Teacher.

- Partridge: Practical Suggestions in Natural Science. The School.—.40.
 Morris: Our Wild Flowers. Federation of Ontario Naturalists.—.10.
 Pieper and Beauchamp: Everyday Problems in Science. Gage.—1.60.
 Taverner: Canadian Land Birds. Musson.—2.50.
 Trafton: Nature Study and Science. Macmillan.—1.20.
 King: Wild Flowers at a Glance. Ryerson.—.15.
 Adventures in Science, IV, V, VI. J. S. Irwin, 178 Sheldrake Blvd., Toronto.—.40 each.

ARITHMETIC**Supplementary Books:**

Number Stories, Books I and II. Gage.—.64, .72.
 Study Arithmetic, Grades III, IV, V, VI. Gage.—.76 each.
 Child Life Arithmetic, Grades III, IV, V, VI. Ryerson.—.75 each.
 Arithmetic for Everyday Use, Grades III, IV, V, VI. Winston.—.60 each.
 New Trend Arithmetic, Grades III, IV, V, VI. Clarke, Irwin.—.80 each.
 Merton: Everyday Number Book, Grade II. Winston.—.48.
 Number Highways, 3, 4, 5, 6. Clarke, Irwin.—.60 each.

Books for the Teacher:

Morton: Teaching Arithmetic in the Elementary School, Books I, II
 Gage.—2.40, 2.75.
 Studebaker et al: Teacher's Handbook of Primary Arithmetic. Gage.—
 .72.
 Davis et al: Oral Mathematics. Dent.—1.20.
 Story of Numbers; Story of Weights and Measures; Story of Our Calendar.
 American Council of Education.—.10 each.
 Smith: Number Stories of Long Ago. Ginn.—.70.

MUSIC**Song Books—Grades I, II, III:**

Dann, Foresman and Fenwick: Highroad of Song, Book I. Gage.—.40.
 Hill et al: The Singing Period (Graded Series), Books I and II. Waterloo
 Music Co., Waterloo, Ont.
 Marshall: The New Canadian Song Series, Book I. Copp Clark.—.10.
 McConathy et al: The Music Hour, Book One. Gage.—.80.
 Burke: Songs and Silhouettes, Scissors and Songs, Grade I. Ryerson.—
 1.00, .50.
 Moore: The Nursery Song Book. Clarke, Irwin.—1.50.
 Kent: Sing a Song of Canada. Nelson.—.60.

Song Books—Grades IV, V, VI:

Dann, Foresman and Fenwick: High Road of Song, Book II. Gage.—.40.
 Hill et al: The Singing Period, Books III, IV, V. Waterloo Music Co.,
 Waterloo, Ontario.
 Marshall: The New Canadian Song Series, Book II. Copp Clark.—.15.
 McConathy et al: The Music Hour, Book Two. Gage.—.80.
 Gibbon: Northland Songs, No. 1. Ryerson.—1.00.
 Macmillan: A Book of Songs (Melody Edition). Dent.—.45.
 MacMahon: New National and Folk Song Book. Nelson.—.50.

Music Readers:

Jones: Joyous Stories from Music's Wonderland, First and Second Series.
 Macmillan.—.30, .45.
 Kinscella Readers: Grades II, III, IV, V, VI. Copp Clark.—.65, .75,
 .80, .95, 1.00.

- Hendry: Masters of Music (edited by the late C. E. Percy).
Ryerson, 1.00.
Cowen: Little Talks about Big Composers. Clarke, Irwin.—.75.
Buchanan: How Man Made Music. Moyer.—1.65.

Music Books for the Teacher:

- Fenwick: Music in Rural Schools. Department of Education, Toronto.
Lowry: Music Appreciation for Every Child. Gage, Primary Grades.—.80; Intermediate Grades.—.90.
The Piper's Guild Handbook. Cramer & Co., 139 New Bond St., London.—.60.
Kirk: Rhythmic Games and Dances. Longmans.—1.25.

ART

Books for the Children:

- Art Stories, Books I, II, III (Manual for Teachers). Gage.—.72, .84, .92.
Holme: The Children's Art Book. Clarke, Irwin.—2.00.

Books for the Teacher—Picture Making:

- Russell: The Child and His Pencil. Nelson.—1.00.
Tomlinson: Picture Making by Children. Clarke, Irwin.—3.50.
Swannel: Paper Silhouettes. Moyer.—1.50.
Littlejohn: Art in Schools. Clarke, Irwin.—3.00.
Thach: Finger Painting as a Hobby. Clarke, Irwin.—2.00.
Tanner: Children's Work in Block Printing. The Dryad Press (Macmillan).—1.20.

Books for the Teacher—Handwork:

- Perry: Art Adventures with Discarded Materials. Clarke, Irwin.—2.50.
Ackley: How to Make Marionettes. Copp Clark.—15.
Green: Puppet Making. Musson.—.35.
Hoben: The Beginners Puppet Book. Clarke, Irwin.—2.50.
Hill: Handwork for All Grades. Moyer.—.50.
Dobbs: First Steps in Art and Handwork. Macmillan.—2.00.
Cox: Cut Paper Work. Macmillan.—1.75.
Petrie: Modelling for Children. The Dryad Press (Macmillan).—.45.
Jordan: The Home Toy Shop. McLeod.—2.25.
Roseaman: Needlework with Raffia, etc. The Dryad Press (Macmillan).—1.20.
Hacking: Constructive Knitting for Children. The Dryad Press (Macmillan).—.75.
Dryad: Handicraft Leaflets. Macmillan.—.15, .20, .25.

LIST OF RECORDS—VICTOR¹

Walking—Marching—Stepping:

March—Nutcracker Suite (Tschaikowsky).....	8662	\$2.00
Minuet (Boccherini)	7256	2.00
Marche Militaire (Schubert) and March of the Little Lead Soldiers (Pierné).....	4314	1.00
La Marseillaise and Marche Lorraine (Ganne).....	22053	.75
Amaryllis (air Louis XIII).....	22513	.75
Turkish March (Mozart)	1193	1.50
Grand March—Aida (Verdi), Pomp and Circumstance.	11885	1.50
Toreador Song (Bizet), Soldiers' Chorus (Gounod)....	20801	.75
Coronation March (Meyerbeer).....	20150	.75
Soldiers' March (Schumann)	19881	.75
Officer of the Day March.....	19895	.75
Rhythms for Children.....	20162	.75
Rhythm Medleys, Nos. 1 and 2	20526	.75
London Bridge, Mulberry Bush, etc.	20806	.75
The Poppy, Turn Around Me, etc.....	21620	.75
El Capitan March and Lights Out March.....	26290	.75
Washington Post March and Semper Fidelis March...	26291	.75
On the Mall March and American Patrol March.....	26292	.75
Anchors Aweigh March and Our Director March	26293	.75

Running:

Gavotte (Popper), Legend of the Bells.....	20164	.75
Elfin Dance (Grieg).....	20079	.75
Nigarepolska, Farandole, Hornpipe.....	21685	.75
Turn Around Me, The Poppy, etc.....	21620	.75

Skipping and Jumping:

Light Cavalry Overture (Von Suppe).....	20079	.75
Scherzo (Beethoven), Minuet (Paderewski)	20164	.75
Rhythms for Children Nos. 3 and 4.....	20162	.75
Rhythm Medley No. 1	20526	.75
Mulberry Bush, London Bridge, etc.	20806	.75
Farandole, Hornpipe and Nigarepolska.....	21685	.75
Seven Jumps, Minuet (Don Juan-Mozart)	21617	.75
Hansel and Gretel and the Poppy.....	21620	.75

¹This list has been made fairly comprehensive so that teachers may have considerable freedom of choice in selecting material for their classes. By the purchase of a few records each year school authorities can soon build up a good library of recorded music. Many of the records are listed for several purposes and it is suggested that these should be purchased first. A minimum list sufficient to introduce the various activities may be had on application to the RCA Victor Company, Ltd., Toronto.

Swaying and Rocking:

Drink to Me Only With Thine Eyes.....	24001	1.00
Morning (Grieg).....	19926	.75
Rhythms for Children.....	20162	.75
Kinderpolka and Carrousel	20432	.75
Turn Around Me, Hansel and Gretel, etc.....	21620	.75

Imitative Motion:

Rhythms for Children	20162	.75
Carrousel.....	20432	.75
Rhythm Medleys, Nos. 1 and 2	20526	.75
Looby Loo and London Bridge.....	20806	.75

Gliding:

Waltzing Doll (Poldini)	20161	.75
Kinderpolka and Carrousel	20432	.75

Musical Games:

Officer of the Day March.....	19895	.75
Soldiers' March (Schumann)	19881	.75
I See You and Dance of Greeting.....	20432	.75
Come Let Us Be Joyful, Broom Dance	20448	.75
London Bridge, Mulberry Bush, etc.....	20806	.75

Drills and Dances:

Le Secret and Pirouette.....	20416	.75
Dance of Greeting and I See You.....	20432	.75
Bummel Schottische, Broom Dance.....	20448	.75
Klappdans and Shoemaker's Dance.....	20450	.75
Irish Lilt	21616	.75
Minuet (Don Juan-Mozart).....	21617	.75
Hansel and Gretel and The Poppy.....	21620	.75
Hornpipe and How D'Ye Do My Partner.....	21685	.75

Singing Games:

Dance of Greeting, I See You, Carrousel	20432	.75
Broom Dance (German Singing Game).....	20448	.75
Shoemaker's Dance	20450	.75
London Bridge, Mulberry Bush, etc.....	20806	.75
Hansel and Gretel and The Poppy.....	21620	.75
How D'Ye Do My Partner	21685	.75

NOTE:—Teaching directions are available for the above "Singing Games."

National Folk Dances:**English:**

Shepherd's Hey	20641	.75
Black Nag and Sweet Kate	20444	.75
Gathering Peascods, Sellinger's Round, etc.....	20445	.75
Jenny Pluck Pears, Rufty Tufty, etc.....	20446	.75

German:

Bummel Schottische, Come Let Us Be Joyful	20448	.75
Kinderpolka	20432	.75
Hansel and Gretel	21620	.75

Swedish:

Carrousel, I See You	20432	.75
Klappdans	20450	.75
Nigarepolska	21685	.75

Danish:

Dance of Greeting	20432	.75
Seven Jumps	21617	.75
Shoemaker's Dance	20450	.75

French:

Farandole	21685	.75
Minuet (Don Juan-Mozart)	21617	.75

Irish:

Irish Washerwoman }	21616	.75
St. Patrick's Day }		

Czecho-Slovakian:

Turn Around Me	21620	.75
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Scotch:

Highland Fling }	21616	.75
Highland Schottische }		

Spanish:

La Paloma	20172	.75
El Choclo	21393	.75

Polish:

Mate's Waltz }	181203	.75
Happy Hours }		

Scandinavian:

Life in the Finland Woods—Waltz }	181456	.75
Joanna—Schottische }		

Pattern Songs:

Strawberry Fair, Young Richard, Where Do They Go, Sleep, Baby, Sleep, The Quest (from "New Canadian Song Series")	216588	.75
The Mermaid, The Meeting of the Waters, Golden Slumbers, Busy Bee (from "New Canadian Song Series" and "Singing Period")	216589	.75
Dabbling in the Dew, Gossip Joan, Now is the Month of Maying, Fairy Song, In a Manger, Early One Morning (from "Singing Period")	216590	.75

Canoe Song, Cradle Song, In the Garden I Love, Voyageur Song, Mountain Stream, Old Time Christmas (from "Northland Songs").....	216587	.75
Flow Gently Sweet Afton, Sally in Our Alley, Ye Banks and Braes, John Peel, Jock O'Hazeldean, Scots Wha Hae.....	4083	1.00
Drink to Me Only, Believe Me If All Those Endearing Young Charms	1238	1.50
Man in the Moon, The Airplane, Pussy Willows, The Dandelions, Autumn Leaves, Bobby Shafto, The Merry Gardener, A Thankful Song, Chinese Vegetable Man, The Goldenrod is Waving, The Elfin Balloon, The Wind, He Didn't Think, The Flowers' Message, Lazy Robin (from "The Silver Book of Songs").....	24539	.75
Nikolina, John-John-Johnny, Spring Rain, Night and Day, Bed in Summer, Two Songs, Guardian Angels, Golden Slumbers (from "Hollis Dann Song Series").....	4288	1.00
The Three Sailors, Cossack's Lullaby, At Twelve O'clock, An Easter Carol, In My Birch Canoe, Gardens in the Sea, Indian Lullaby, An April Girl, Spring's Messenger, Sleep, Baby, Sleep (from "Hollis Dann Song Series").....	4289	1.00
Under the Stars, I saw Three Ships, Cradle Song, When Mary Lulled Her Babe, Santa Claus Comes, The First Christmas, Silent Night, When Jesus Christ Was Born, Once in Royal David's City (from "Hollis Dann Song Series").....	4290	1.00
Songs for Children, Brahm's Lullaby, etc.....	20737	.75
Cradle Song (Brahms), Snowflakes, Gypsy Fiddler, etc.	4291	1.00
New World Ballads, Part 1 and Part 2 (High School Singers)	130845	1.00
New World Ballads, Part 3 and Part 4 (High School Singers).....	130846	1.00

Learning to Listen (Grade I):

Songs for children

Winnie-the-Pooh Songs.....	221 to 223	1.25
More Winnie-the-Pooh Songs.....	230 to 232	1.25
Uncle Peter's Nursery Sing Song	130833	1.00

Descriptive music:

In a Bird Store.....	120874	.75
Flight of the Bumble Bee.....	6579	2.00
March of the Toys (Herbert).....	12592	1.50
Elfin Dance (Grieg).....	20079	.75

Voices of the orchestra:

Evening Bells (Kullak).....	20079	.75
Legend of the Bells (Planquette).....	20164	.75
Canzonetta (Gaspari)	19926	.75
Serenata (Moszkowski).....	20079	.75

Quiet listening:

Legend of the Bells (Planquette)	20164	.75
Seraglio (Mozart)	19926	.75
Waltzing Doll (Poldini)	20161	.75
Rhythms for children	20153	.75

Learning to Listen (Grade II):**Descriptive music:**

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Dance of the Gnomes (Liszt)	1184	1.50
Dance of the Toy Regiment	19849	.75

Voices of the orchestra:

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Badinage (Herbert)	20164	.75
Morning (Grieg)	19926	.75
Seraglio (Mozart)	19926	.75

Quiet listening:

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Sylvia Ballet (Delibes)	11655	1.50
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Learning to Listen (Grade III):**Descriptive music:**

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Voices of the orchestra:

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Anitra's Dance (Grieg)	20245	.75
Barcarolle (Hoffman)	20011	.75

Listening (Grade I):**Descriptive records:**

Carnival of the Animals (<i>three records</i>)	7200 to 7202 ea.	2.00
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To a Wild Rose	1152	1.50
Dance of the Gypsy	7293	.2.00

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Quiet listening:

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Intermezzo (Mascagni).....	20011	.75
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Descriptive Music:

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In a Monastery Garden (Ketelbey).....	216501	.75
Anitra's Dance (Grieg).....	20245	.75

Quiet listening:

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Listening (Grade VI):

Descriptive music:

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Recognition of instruments:

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